

The School and Community

Columbia, Missouri

VOL. XIII

APRIL, 1927.

NO. 4

APRIL

April is here!

*Blitheliest season of the year.
The little brook laughs as it leaps away;
The lambs are out on the hills at play;
The warm south wind sings, the whole day long,
The merriest kind of a wordless song.
Gladness is born of the April weather,
And the heart is as light as a wind-tossed feather.*

*Who could be sad on a day like this?
The care that vexed us no longer is.
If we sit down at the great tree's feet
We feel the pulses of Nature beat.
There's an upward impulse in everything;
Look up and be glad is the law of Spring.*

—EBEN EUGENE REXFORD.



THE SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

VOL. XIII

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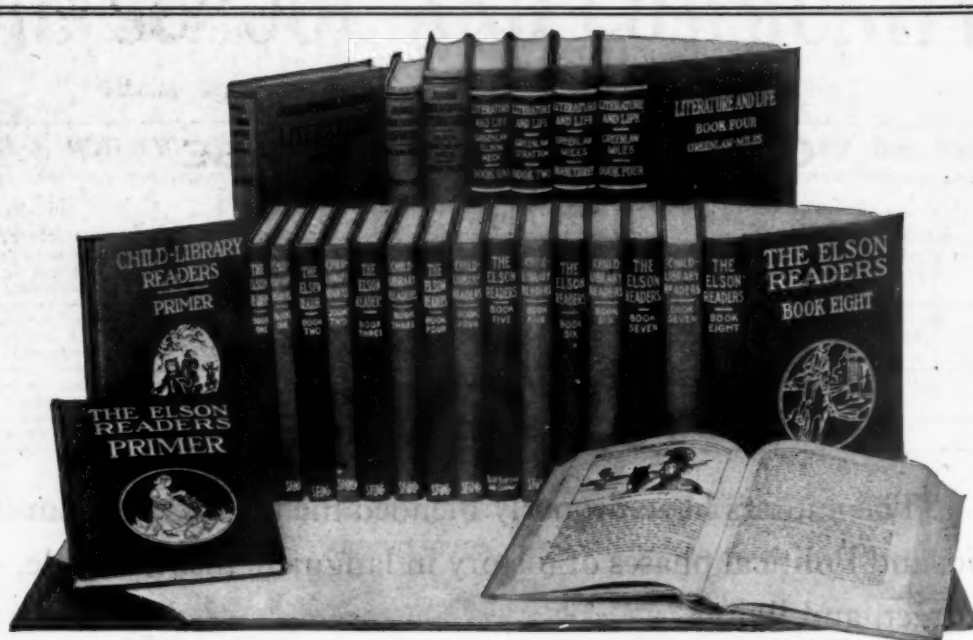
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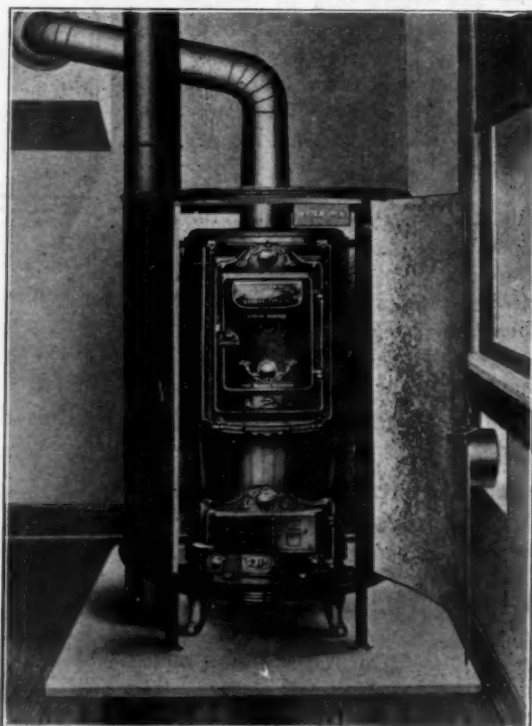
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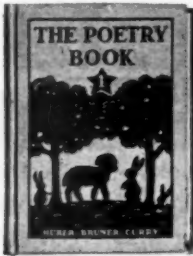
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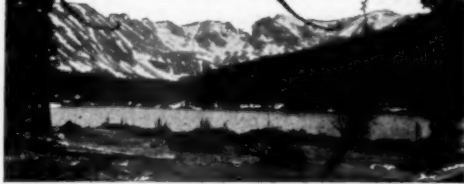
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TABLE OF CONTENTS

Editorials	175	Does Service Have Anything to do With Success?	185
The Next Step, by Genevieve Turk.		Mary Alicia Owen	188
Where is the Danger.		Extra-Curricular Activities	191
'Tis Strange, 'Tis Pitiful.		Edgerton Dedicates New School Building .	194
Compromises Contemptible.		Character and Conduct Through English .	196
Physical Education Work in Mokane High School	177	About Books	198
A Balanced Ration In Children's Reading .	178	Teachers' Salaries in 1926-27 in Missouri Cities Ranging from 1500 to 100,000 Population	200
A Code of Ethics for Parent-Teachers Associations	179	A Reunion of Missouri Heroes	201
Some Values of Illustrative Handwork ..	180	State Department of Education	203
The New Physical Education in the Public School	181	Items of Interest	207
Training for Democracy	182	New Books	217

INDEX TO ADVERTISERS

Allen Tours, Inc.	218	McKnight and McKnight, Publishers	215
American Book Company	161	Marshal Hughes Company	219
American Crayon Company, The	221	Merrill Co., Charles E.	223
American Seating Company	164	Mountain States Teachers Agency	217
Arbogast System Heating Company	166	Natural Slate Blackboard Co.	171
Better Business Bureau	165	Nichols & Company, Inc., T. G.	219
Binney & Smith Co.	224	Northeast Missouri State Teachers College	Inside back cover page
Caxton School Supply Co.	218	Northwest Missouri State Teachers College	Inside back cover page
Central Business College, Kansas City, Mo.	166	Palmer Company, A. N.	170
Central Business College, Sedalia, Mo. ..	216	Panama Pacific Line	219
Central Missouri State Teachers College ..	Inside back cover page	Practical Drawing Company'	224
Central Scientific Co.	216	Pupils' Reading Circle	214
Chicago, Milwaukee & St. Paul Railway .	169	Rand, McNally & Company	167
Chillicothe Business College	220	Roach-Fowler Company	172
Colorado State Teachers College	221	Rocky Mt. Teachers' Agency	217
Compton & Company, F. E. . . 171, 173, 218, 219, 222.		Rudin & Co., Inc., John	165
Crawford-Rutan Company	171	Sabins' Educational Exchange	217
Culver-Stockton College	221	Schmelzer's	223
Draper Shade Co., Luther O.	224	Scott, Foresman and Company	162
Educational Publishing Company	224	Southeast Missouri State Teachers College	Inside back cover page
European Treasure Tours	220	Southwest Missouri State Teachers College	Inside back cover page
Fisk Teachers Agency	217	Specialists' Educational Bureau	217
Flanagan Company, A.	161	Stout Institute, The	222
Fultz Studios	216	Students Travel Club	220
Gem City Business College	222	University of Colorado	173
Ginn and Company	168	University of Minnesota	168
Great Northern Railway	163	University of Missouri Outside back cover page	
Heuer Teachers' Agency	218	University of Montana	220
Houghton Mifflin Company	170	University of Wyoming	172
International Mercantile Marine Company	219	University School Supply Co.	216
Iroquois Publishing Company, Inc.	223	Victor Talking Machine Co.	213
Keystone View Co.	218	Ward-Belmont	172
Kirksville School of Beauty Culture	216	Warrensburg Teachers Agency	218
Liberty Tours	220	Washington University	167
Little, Brown & Company	223	Western Reference & Bond Ass'n., The ..	217
Lowe and Campbell	215	Winston Company, The John C.	222
Macmillan Company, The	169	World Book Company	170
McAllister's Cafeteria	217	Wyatt Mfg. Co.	218
McDonnel Bros.	220		
McIndoo Publishing Company	218		



EDITORIAL

WE MAY SAY with conviction that no effort was spared to execute the legislative program outlined by the Assembly of Delegates and worked upon untiringly by the Legislative Committee under the Leadership of Mr. J. N. Crocker, Dr. C. A. Phillips, Dr. C. H. McClure and others. Time, money, uncomfortable journeys, sacrifice of personal interests were all involved in the struggle to take a few steps ahead in education in Missouri through legislative action this year. Mr. E. M. Carter and Mr. T. J. Walker were constantly on the ground, in touch with each change in the situation, ready to bring to bear every resource of the Association. Disappointment stalked our steps.

The teachers of Missouri are the natural leaders in all educational movements in the state. If we lag behind other states in what we have achieved, is not ours the fault?

Through aversion to participating in politics, we passively permit the wrong type of person, in numerous instances, to be sent to the legislature.

Someone has said that politics is only citizenship in action. It is to be hoped that we shall henceforth view it in that light and put our citizenship into action when men are candidates for the legislature.

Then it will not be said of us "Teachers object less effectively than others would."

I hope that we may capitalize the interest aroused throughout the state in behalf of our measures for increased revenue for schools, larger school units, and a teachers retirement fund, by immediately planning to put one or more of them upon the 1928 ballot by initiative petitions.

The Executive Committee will decide very soon as to this action. The necessary number of signatures may be obtained with only a little effort if every teacher helps.

Missouri need not lag behind other states in educational position, and will not if the teachers of the state are willing to pay the price in effort necessary. The number of signatures for initiative petition as given

by the Secretary of State follow by Congressional Districts:

1st District	.....2,441
2nd District	.....2,507
3rd District	.....2,356
4th District	.....2,665
5th District	.....6,971
6th District	.....2,184
7th District	.....3,583
8th District	.....2,329
9th District	.....2,342
10th District (St. Louis)	
11th District (St. Louis)	
12th District (St. Louis)	
13th District	.....2,301
14th District	.....3,957
15th District	.....3,049
16th District	.....2,211

—Genevieve Turk.

"IT IS A dangerous sign in a democracy for the thinking people to look upon their government with contempt" says David Lawrence, editor of the United States Daily. Does not the distinguished editor by this statement reverse the truth? The danger seems to be in having a government upon which thinking people look with contempt, and the fact that they look upon it with contempt seems the only hopeful sign in the situation. When thinking people look upon a contemptible government with approval or with indifference, when thinking people wink at graft and condone corruption, when they care only for the protection of their own private interests regardless of the common good, when party loyalty, and patriotic piffle become the dominating springs of action, when the motto "Nothing is politically right that is morally wrong" is practiced as if it were "Nothing is morally wrong that is politically right" then is the democracy in danger, real danger—if, indeed, the calamity has not already come. "My country right or wrong" is a safe slogan only when it is

qualified with an active desire to keep it right when it is right and to make it right when it is wrong.

PROFESSOR MACY CAMPBELL, in his recent book, *Rural Life at The Crossroads*, gives four reasons why rural communities are less able to support schools of a given standard than are urban **'TIS STRANGE** communities. These reasons are: **'TIS PITIFUL**

1. Farmers, by the general property tax are forced to pay more than their just share of state and county taxes. This is because the farmer's property is for the most part visible and tangible, about 90% of it being in real estate, while the city man's wealth is largely represented by intangible property, mortgages, bonds, stocks, accounts, etc. The farmer's income is small compared with his tangible property, while the city man's income is much larger when so compared.

2. Because of the lack of organization in the country and the generally efficient organization of the city groups the farmer has vastly inferior bargaining power to that of the city man. He must sell and buy at the city man's figures. This makes him less able to pay for good schools.

3. The mortgages against farm lands are held largely by city people. Thus there is approximately a half billion dollars in interest pouring annually from the pockets of the farmer to the coffers of the city man. This interest item alone represents more than the total education bill of the rural United States, and is, of course, a constant reduction of the farmer's ability to support schools while it is as constant an increase in that ability of the city man.

4. Absentee landlordism and its complement, tenantry, are increasing. This means that a large part of the products of the farm must go to the landlord who dwells in the city and that the farm is supporting two families instead of one and dividing the support that should be given to the rural school with the city school of the land-owner.

When the foregoing facts are considered in connection with the well known truth that a standard rural school is more expensive because of transportation, larger number of children per adult unit, and the

difficulty of securing a just share of the best teachers, it is little wonder that the great disparity between the rural and the urban school exists. It is little wonder that men of vision, and character and heart should favor the creation of a larger state school fund for purposes of equalizing educational opportunity, and that this fund be raised largely from city sources.

Here is the wonder! Here is the strange, unaccountable phenomenon! That men representing rural sections in the Missouri Legislature should oppose education for the rural child as though it were a pestilence, by fighting with every trick known to the experienced legislator the means by which an education fund might be created.

But the strangest of all the phenomena is to see farmers kissing the feet of these mole-eyed misanthropes as though they were veritable angels of light, and returning them to the General Assembly as though they were paragons of patriotism.

It seems strange but perhaps it is not, for ignorance begets its kind and power is not the product of puerility. Possibly the situation is more pitiful than strange.

COMPROMISES ARE NECESSARY in a democracy. Progress is possible in our government only when the people representing the extremes of **CONTEMPTIBLE** divergent views are willing **COMPROMISES** to meet on the halfway ground and adjust their differences. However, progress is not made by a surrender of right to wrong or by temporizing with those whose hearts are set on the backward trail.

The forward looking school people have surrendered their position on the County Unit principle. For six years they have by their attitude acknowledged that they were wrong in the fight for the County Unit which they made, and won, and lost in the legislature of '21 and the general election of '22. This attitude of confession belies our deeper sense of right. An *honest* confession is good for the soul, but a dishonest one is spiritual suicide. School people know that the County Unit is right. They know that it expresses principles of equality and of justice worthy of a braver spirit than they have shown. Why then has the fight for it been abandoned? Why have we sub-

stituted for it this Community School Bill and that Redistricting Bill? Why have we insisted on making a confession which is a lie, and why have we asked for that which in the asking marks us as weaklings unworthy of the consideration of even semi-serious men? Neither proposition, the Community School Bill nor the Redistricting Bill, has demanded the respect of the legislature. We believe that neither has appealed to any considerable number of people as being really worthy of serious consideration. Both have been treated with contempt. Isn't it about time that we shall put on the whole armor and re-enlist for a cause that will challenge us to real efforts? Are we so politically minded that we tremble at the thought of taking a definite stand? Are we so afraid of standing for equality in matters of education that we prefer rather to dwarf our souls and stulti-

fy our consciences by keeping our mouths shut in a matter we know to be right? There is a growing need for the County Unit. Better roads, growing demands for education, improved transportation, the slump in farm values, and the decline of farm life all point to the need of larger cooperation.

We have demonstrated beyond question or doubt that an emasculated, devitalized, and retrogressive bill will get us nowhere.

Let us resolve to fight for the best and dedicate our energies again to the proposition that material wealth must share responsibility regardless of its location for the education of youth no matter where they are. We will then have the respect of our own conscience and know that we deserve the consideration of the best people everywhere.

PHYSICAL EDUCATION WORK IN MOKANE HIGH SCHOOL

Margie Thomas, Principal

THE HIGH SCHOOL students of Mokane, Missouri are taking great interest in physical education this year. A plan was devised in September, by which the boys' class and the girls' class were each divided into four groups, having capable students as group captains. Points were offered on the basis of gymnastics, participation in games and athletics, sportsmanship, attendance, hiking, health talks, dental honor roll, health examinations, state letters, badge tests, leadership, et cetera. Careful records are kept by the group captains, reports being given once a week. Group names have been chosen to add interest and excitement to the contest.

At the close of the year, the boys' group and the girls' group having largest number of points, will each be awarded a silver trophy cup bearing the group name. The school will bear the expense of the cups.

At the present time, all students have had health examinations and are interested in correcting their defects.

Over one-half of the students have their names on the Dental Honor Roll; over one-fourth of our seniors and juniors have earned state letters.

The interest is more intense, at the present

time, than it has ever been in the past months; physical education period is looked forward to with interest and anticipation because the students have a definite goal in mind.

Students in Mokane High School are beginning to really appreciate the fact that good health is one of the chief objectives of education.

An "M" Club has recently been organized in connection with the winning of State Letters. Those students who now possess State Letters are regarded as super-scouts in school life.

Plans are being made at the present time for the Badge Tests which will be given during the latter part of April.

The faculty members and students of Mokane school feel that physical education should not take a back seat in the everyday curriculum, to be aired only when visitors come to the school or when the inspector makes his expected call, but rather, that physical education should assume a very important portion of the school day program, a position which should be accorded to health education, in the light of our increased appreciation of its paramount importance in the development of better American citizens.

A BALANCED RATION IN CHILDREN'S READING.

By Ruth Norris

ONE HEARS OF, reads of, and becomes a believer of balanced rations. The present age is witnessing the development of many kinds of carefully proportioned diets. How necessary to the life of the infant is a balanced feeding. The poultryman, dairyman, and agriculturalist follow well planned tables in carrying on their work. Is it not consistent to give some consideration to the kind of material that is feeding the minds of the boys and girls in their leisure time?

Reading is an uncharted thing with the young child. The individual, or individuals who are responsible for his early training in reading tastes may accomplish much or little. There is a tendency for the child to read many books of a kind if the first one pleases him. This is not unusual for the reason that he would make his entire meal desert if permitted. From observation of these tendencies one discovers a great appetite for fairy tales. The youngster soon wants all stories to be of the highly imaginative type. A seasoning of fairy tales is good and necessary; but when the child's contacts with literature are narrowed to one type he is being deprived some choice opportunities to enlarge his reading interests.

There is much attractively written material for the young child. The "Twin" books make friends readily. One does not find "The Dutch Twins" or "The Eskimo Twins" spending their time on the shelves. "Heidi" and "Donkey John of Toy Valley" are charming stories for the third and fourth grade child. Not only is the child's interest in reading projected and stimulated, but he is becoming possessor of an unbiased opinion of people in other lands. For those who feel a desire for Western material offer "Stories of the Great West" by Roosevelt, or "Pioneer Life" by Bass. These provide wholesome reading for the youngster.

It is necessary to exercise care in this transfer to other kinds of material in order that one does not make a definite break or check the current of the child's interests. This is more difficult to perform with girls than

boys in view of the fact that they are more fanciful in their imaginative interests and inclinations. The dawning of interest in romance appears at an early age with girls; it is at this point that the mystery story may be used as a stepping stone, and to assist in supplying the difficult age between childhood and maturity. Girls do not possess an inherited taste for history but become interested readers in the Revolutionary stories that Knipe presents.

It seems the boy is the favored one; he has been made the focal point of the writers' attention. A census of books and magazines bear out this statement. The problem is to be discriminate in selection for the market is stocked with cheap material as well as good. There are those mechanical and handicraft books that feed the devouring interests in what makes the "wheels go round." Fortunate indeed are those who are spared the flounder among adult books for lack of appropriate ones on the "borderline." The boy prefers living characters. Altsheler's stories of historical nature are premier in his choice, followed by books of school, sports, and scouting. The interest of the boy in the magazines "Popular Science," "American Boy," and "Boy's Life" is noteworthy.

The whole matter of children's reading becomes a challenge to elementary school people. Criticism has been handed down, and rightly so, that the child is sent on poorly equipped. Is it not the duty of those responsible for his early training to provide the best available reading material and create a desire for good literature, and permit him to develop as he will with proper guidance? Is it fair to withhold from those who will not enjoy the privilege of advanced education the opportunity to become familiar with good literature because there had been little attention given this item in his early training?

This need not be. There is abundant material available; three words may serve as guides; acquaint, select, and present.

Man needs something more than intelligence and industry. He needs a spiritual vision of life that he may understand how so to employ his powers of both body and mind as to make the largest contribution to society and thus entitle himself to draw largely from the common store.

A CODE OF ETHICS

for

PARENT-TEACHER ASSOCIATIONS

By H. C. PRYOR

*Director College Training High School, Kansas State Teachers College
Pittsburgh, Kansas*

Realizing that our highest duty is to pass on to our children the best social heritage that we can provide, we, the patrons of the American public school, do indorse and promise to practice this code of ethics in our relationships with the school.

1. We will keep informed as to the needs of our school and will maintain a sympathetic attitude toward it.
2. We will ungrudgingly support our school to the fullest extent consistent with the financial ability of our community.
3. We will serve it faithfully, whenever chosen to act in an official capacity.
4. We will endeavor to select competent members for our Board of Education.
5. Realizing the importance of each step in education, we will insist that equally well qualified teachers be employed for all grades and that no grades be neglected or discriminated against.
6. In order that the interests of the children may be most effectively promoted, we will support and cooperate with the teaching staff and the Board of Education to the fullest possible extent. If we sincerely believe them to be in the wrong, we will be frank and open in our criticism. We will be equally ready to change our opinions and to make amends for any injustice done.
7. As individuals we will expect nothing for our children or ourselves contrary to the interests of the entire school.
8. We will make no hurried criticisms, but will act only on the basis of accurate and first-hand information and after sober judgment.
9. Realizing the harm done to children through unwise and indiscreet criticism, we will discourage any faultfinding on their part and will ourselves refrain from adverse criticism of teachers or of the school in their presence.
10. We will see that the best living conditions which the community affords are available to all teachers at a reasonable price.
11. To promote mutual understanding and to make teachers comfortable and happy, we will take them into our home and community life.
12. We will frequently avail ourselves of the opportunity to visit the school and get first-hand information regarding the equipment, the teaching, and school activities of the children.
13. We will accept our share of the responsibility of the home and school as partners in the rearing of children to manhood and womanhood.
14. We will cooperate with the school in developing and protecting the health and character of our children and in training them for citizenship and better parenthood.
15. We will provide wholesome recreation for our own children and will cooperate in providing equal opportunities for those who are less fortunate.
16. We will provide home conditions favorable for study.
17. We will encourage a sympathetic and constructive attitude toward the school and its activities.
18. We will always look upon the school as the foundation of our national life, the guardian of the best in our social structure, and the cradle of permanent reform.
19. We will study and support worthy State and National child-welfare legislation.
20. We will subscribe to, or at least read, periodicals and books relating to the education and nurture of the child.
21. We will express our attitude in a practical way, through membership and active service in the Parent-Teacher Association.

SOME VALUES OF ILLUSTRATIVE HANDWORK

ELLA VICTORIA DOBBS.

THE SPEAKER had been discussing the values of certain uses of handwork and was exhibiting samples of children's work to the interested groups who came up for the more personal word at the close, when one of the group said, "Of course the problem is to do these interesting things and still teach the other too." To which the speaker replied—"No, the problem is to teach the other through this."

The Prophet Ezekiel tells of an inspiring vision of a great army created out of dry bones, which parallels in many points the results when the dry bones of history or geography are clothed upon with the flesh and sinews of concrete illustration which make them live.

Under the very old-time methods and discipline, making pictures in school was indulged in only in secret and belonged to the list of forbidden things. Some adults even today still look upon all picture making from this point of view.

There are many ways of making pictures and they serve many purposes. The printed picture in the book helps the reader to understand more clearly the meaning of the text. When the pupil makes the picture himself he must read with still greater understanding in order to know what to put into his illustration and his product is direct evidence of the extent of his understanding. This is true without regard to the type of picture made, allowing for some imperfections due to the maker's lack of control over his medium of expression.

First among several distinctions to be borne in mind is the fact that an illustration is not a lesson in the technic of picture making. At its best it is a free expression, a creative effort, in which the maker uses what he knows of technic subconsciously, his chief purpose being the clear expression of his idea. This holds true whether his illustration consists in a group of cutouts which he has mounted, a crayon or water color sketch, some freehand cuttings, or a three-dimension picture on a sand table. Whether the subject matter illustrated is Maud Muller raking the hay, or an Arabian caravan crossing the desert, his interest and attention are focused on the distinctive details of the problem. He must read

the story again and again till he has a clear mental picture of his subject.

The teacher will read many things in the product. If the study of the subject has been superficial, some important detail will be lacking or incorrectly shown and the omission is very evident.

If taste in color or any other factor is on a low level, the picture makes clear what needs to be emphasized when the time comes for teaching technic.

Illustrative work is too often regarded as a matter of secondary importance, a mere time filler or recreation or at most something for exhibit day. In the latter case it too often ceases to be free-expression and loses all its joy and spontaneity through the desire to produce technical perfection.

In discussing this point, Dr. Frank McMurry once said—"Instead of being secondary, the teacher should regard free illustrative expression as the goal of teaching—the test of what has been learned. Subject-matter and method should be selected with this goal in mind and with the definite expectation of finding proof of what is learned in the free expression of the pupils.

The measure of success depends first upon the clearness of the idea. This may sometimes be fine even when technic is crude. In matters of technic the teacher will not interfere on *this picture* but noting weak points will help with suggestions before the next picture is started. Normal children under normal conditions will do their best. Having done their best they are entitled to a period of happy admiration of their successes before any adverse or even constructive comments are made. It is therefore a fine practice to see only the good points in work just finished, and wait till the next job is to be attacked before looking for flaws in the old. Then with our inborn desire to "beat our own best" we can examine our former errors and the means of correcting them as steps to new successes.

Almost every subject in the curriculum may have life put into its dry bones through some form of illustration. Even so simple a matter as cutting out a picture in an old Home Journal to mount with a quotation from a poem stimulates observation and develops ap-

preciation. For example—finding a picture of the House by the Side of the Road, and the “road that winds away into the long afternoon.” Again sketching the illustration calls out an emotional response. One must in a measure “feel the way he felt” to show John Alden as “through the Plymouth woods he went on his errand” to deliver the message to Priscilla. Again it is a description of the setting—the thing so many of us skip in our haste for the story, and so fail to enjoy.

An example comes to mind of a series of pictures illustrating the lines—

“After three days marching,
He came upon an Indian encampment
Pitched on the edge of a meadow
Between the sea and the forest.”

The pictures are very different but the items are all there. Each in his own way had visualized the scene. Sometimes the illustration is of a model and requires hard labor to make it work, but brings appreciation and understanding also. A small boy who worked two weeks on a model of a cotton gin said with a sigh of deep appreciation—“Gee, I know just how Eli Whitney felt.”

The relation between free illustration and technical art may be very close. Questions of

space relation, balance and color harmony which may seem hard and abstract as art problems—or dry bones—are clothed with life and meaning when they are elements of helpfulness in carrying out one’s interesting desires. When weaknesses and imperfections are noted, the most serious of them may be observed, analyzed and the means of improvement considered. If this exercise comes just before the next attempt at free expression it will bear fruit at once and steadily step by step both appreciation and expression will rise to a higher level and will be established on a substantial basis because learned in connection with a real purpose.

The problem of time is often offered as an objection to the use of much illustrative work but that objection is answered in our first statement. It is an objection when we think of it as “this and the other too,” but when we use illustrations as a method of teaching “the other” it becomes a time saver because of the greater effectiveness of the results.

There is a joy and a dignity growing out of creative work which comes in no other way. There is no pride like the pride which accompanies “I did it all myself.”

THE NEW PHYSICAL EDUCATION IN THE PUBLIC SCHOOL

By Jay B. Nash.

Associate Professor of Physical Education, New York University.

IT WAS one of the old Greek philosophers who sent a note to the teacher with a request that the children be given a vacation so that they might learn something.

This note was probably not sent in jest but because the philosopher knew that all education came from activities.

The Little Red Schoolhouse has been given a great deal of credit for education during the past one hundred years which rightly should have gone to the home and to the wide range of activities which the child in the country district participated in naturally. These activities were not merely physical activities but they were manual and social activities and activities which involved experimentation, thus laying the background of all of the sciences.

Many schools as they are organized today actually handicap the child. In our

zeal to give him his “mental” education, we have cut down his physical activity. The school has not seemed to realize that the child is not part mental and part physical, but that he is a unit—and the mental and the physical are absolutely inseparable. All education is based upon activity. Entrance to the school has especially slowed up the physical growth of the child. Artificial seating, bad air, artificial lighting and mental strain actually weaken the appetite and decrease respiration. The whole response of the body is lowered. These are followed by moodiness, colds, headaches, and many types of nervous disorders.

The new school avoids this strain. More activities are given, children are allowed more freedom, seating and ventilation are more natural. Eye strains are reduced

and general strain which surrounds the schoolroom is cut down and in many places eliminated.

Physical education promotes one type of activity, namely the physical activity which is the basis of all activity. Physical education should not be thought of as merely exercise. Adults may exercise, but children play. The old gymnasium class added to rather than relieved the strain of the school. The gymnasium drill had little or no educational value.

Physical education today interests itself in vigorous, social team games where there is a great amount of walking, running and social intercourses between members of the group. Physical education activities should be thought of as being identical to the activities which go on in the playground, the swimming pool, the athletic fields, the boys' and girls' clubs, the hike and the summer camp.

This education is not for the physical, but it is primarily education through the physical. It is of value for the physical because out of these activities flow health values, not merely limited values of exercise, but the values which promote health because boys want to achieve in activities.

Out of these activities also flow social values. It is in the game that the boy first learns the distinction between right and wrong when someone points him out and says: "You didn't play fair," or "You didn't play according to the rules."

All of the values of physical education depend upon *leadership*. No person in the

public school is so close to the boys and girls as the physical director. It is a remarkable opportunity of education through the physical. Physical education and playground activities, then, should be considered as identical activities. The public schools are the proper administrative arms of the community to organize these activities. Children are organized in the class during the day and the activities are carried on before school, recess, noon, Saturdays, vacations and holidays. These activities flow over from the school to all of the out-of-school times.

Not the least of the objectives of physical education and playground activities should be the bringing of joy into the lives of children. All educators, especially physical educators, should be joyous. They should be the happiest people in the world.

From actual experimentation, we know today that physical growth proceeds harmoniously only when the child is happy. We know that development which, taken in its largest sense means not only physical development but civic development and character development, proceeds best when the child is happy. Happiness, then, becomes one of the prime essentials of life. For years people have been told, "Be good and you'll be happy." This has never necessarily been true. A reversal would show the situation in a much better light, namely, "Be happy and you'll be good."

In connection with all of these activities, the school is the organizer and the game's the thing.

TRAINING FOR DEMOCRACY

By T. E. Dale, Head of Social Science Department
Benton High School, St. Joseph, Mo.

EDUCATION OF THE nineteenth century aimed at developing power and capacity in the individual. Its goal was individual success. It very often failed to produce the good citizen, but instead turned out a highly intellectual individual with ideals and standards which were not the best for society.

With the advent of democracy during the last century, comes new responsibilities. In the home where each member of the household is a law unto himself, and where none respects the rights of others, we may see

anarchy and lawlessness in its incipiency. In the home where the father rules with sternness and where fear takes the place of love, we see the symbolism of an iron-handed monarchy. But in the home where every member of the household lives to promote the happiness and well-being of every other member, we see the beautiful symbolism of a pure democracy.

The old autocratic home has broken down. It is as much a relic of the past as "lords and vassals." The only family government that is suitable for our modern free America is a democratic government. We have been

rearing our children in autocratic homes, sending them to schools in which the principal and teachers are autocrats and then turning them into the world of affairs to be good democratic citizens. It is self-evident that those responsible for the products of our schools must use every possible means of giving to our students those characteristics of citizenship so necessary for a democracy. It is for this reason that the administration of Benton High School is attempting a program which will permit the students to participate in the school government under conditions prevalent in our modern democracy.

In order that it might be a project for instruction as well as an experiment in student government, it was assigned to a committee of Social Science Students along with the following other projects:

The Poor in Our County.
The Work of the Welfare Board.
Our State Hospital.
The Home of Little Wanderers.
The Work at Wesley House.
Industries in Our City.
Our Park System.
Law Enforcement in Our City.
Our City Government.

PROBLEMS IN BENTON HIGH SCHOOL

The committee on "Problems in Benton High School" decided to draft a constitution providing for student participation in the school government and submit it to Principal Vandersloot, the faculty and the student body. The following is the constitution submitted:

To Mr. Vandersloot, the Faculty, and the Student Body:

Realizing that one of the outstanding aims of education is the training for good citizenship and that the best type of training is by actual participation, this committee of Social Science students submits this proposed plan as a means of giving the students of Benton High School a better opportunity for developing self-control, will-power, character and those characteristics of citizenship so necessary in a democracy.

CONSTITUTION OF THE STUDENT BODY ASSOCIATION. PREAMBLE

We, the students and faculty of Benton High School, adopt and unite in the support of this constitution for the following purposes:

1. In order to foster a spirit of unity and to secure united support of all authorized activities in our school.

2. In order to establish a system of student participation in the government of Benton High School.

ARTICLE I.

Section 1. The organization shall be known as the Benton High School Association.

ARTICLE II.

Section 1. All students and faculty of Benton High School shall be members of the association.

ARTICLE III.

Section 1. This organization shall consist of a Student Council and a Board of Control.

ARTICLE IV.

Section 1. Membership in the Student Council shall consist of members to serve for one school year and elected as follows: One boy and one girl from each class, and one representative from each of the following organizations: Boys' Athletics, Girls' Athletics, R. O. T. C., Orchestra, Girls' Glee Club, Dramatic Club, P. L. S., Latin Club, Hi-Y and the Girls' Reserve.

Section 2. A student to be eligible for membership in the council must be passing in at least three solids at the time of election and have the approval of the sponsor of the organization which he or she represents.

Section 3. Organizations applying for representation in the council may be admitted by a two-thirds vote of the council.

ARTICLE V.

Section 1. The officers of the Student Council shall be a president, vice-president and a secretary elected to hold office for one school year.

Section 2. Officers of the Council shall be elected by ballot. They shall be members of the council and elected by the council.

Section 3. When the council president is a boy the vice-president must be a girl and visa versa.

ARTICLE VI.

Section 1. The student council shall pass legislation pertaining to the student body.

ARTICLE VII.

Section 1. The duties of the officers shall be:

- (a) The president shall preside over all meetings of the council.
- (b) The vice-president shall act in place of the president in case of his absence.
- (c) The secretary shall keep all minutes and records for the council.

ARTICLE VIII.

Section 1. Membership in the board of control shall consist of a president, a vice-president and a secretary to be elected from the

student body at large and the officers of the student council.

Section 2. The president, vice-president and secretary of the board of control shall have sixteen points of credit at time of election, be passing in three solids, and have the approval of the faculty advisor.

Section 3. The officers of the board of control shall be nominated in party conventions to be held at least two school days before election.

Section 4. These officers shall be elected by ballot with judges and clerks, appointed by a Social Science Committee, serving at booths designated by faculty advisor.

ARTICLE IX.

Section 1. The president shall preside over student assemblies and meetings of the board of control.

Section 2. The vice-president shall act in place of the president in case of his absence.

Section 3. The secretary shall keep all minutes and records for the board of control.

ARTICLE X.

Section 1. The board of control shall meet upon the call of the president, faculty advisor, or principal.

Section 2. Its duty shall be to pass upon all cases brought before it.

ARTICLE XI.

Section 1. The principal, vice-principal or faculty advisor must be present at all meetings of the council and board of control, but will not have a vote.

Section 2. Since the principal and faculty are responsible to the superintendent and board of education for the administration of the school, the principal shall have power to revoke this constitution at any time.

ARTICLE XII.

Section 1. This constitution shall be binding as soon as approved by the principal, the faculty and the student body.

ARTICLE XIII.

Section 1. This constitution may be amended by a two-thirds vote of the student body and the approval of the principal and faculty advisor.

Section 2. An amendment must be submitted at least one week before being voted upon.

Signed:

Madge Gloschen	William Kenney
Helen Hoffman	France Underwood
Rosemary Stafford	Virginia Blakely
Milton Scoblic	Ada Sutton
Thomas Essman	T. E. Dale, Teacher
Social Science Committee.	

This constitution was adopted by the principal, the faculty, and the student body. Since it provides for a board of control composed of three members to be elected from the student body at large, it afforded a splendid opportunity for the entire student body to learn much about conducting elections. Two parties, the "Reds" and "Whites," were formed and every student was permitted to choose the party to which he would belong after platforms had been prepared and presented by student party leaders.

The White party met in the Study Hall and nominated its candidates. At the same time, the Red party met in the auditorium to nominate its candidates. A faction of this party (40 students) who were not satisfied with the candidates nominated bolted the party and nominated an independent ticket.

Extensive campaigns were carried on, near the close of which the candidates and their representatives made speeches before the entire student body assembled. The party committees submitted student names to the Social Science Committee from which judges and clerks for the election were appointed. This Social Science Committee which was to serve as the County Court in supervising the election visited the County Clerk and other County officers getting sample Registration books, Poll books, ballots, instructions to voters, ballot boxes and much other material and information. Using this material as samples, the type-writing class made all necessary materials, including ballots which were printed from stencils made by them.

The school was divided into four precincts, one for each class, and a booth arranged for each precinct. All students who wished to vote at the election were required to register. Only one student out of the entire student body failed to register.

The judges and clerks who had been appointed by the Social Science committee were called together and given thorough instructions as to how to conduct the election. I have never seen an election carried out in a more orderly and business-like fashion. Had nothing more been accomplished by the project than the training received thus far, it would have been highly satisfactory.

The organization of the student council and the board of control were perfected and some very interesting work taken up. The council is sponsoring a "Character Building Program" very similar to the one being used in the Fayette School System. It also passed

legislation making certain things misdemeanor and providing penalties which may be assessed as the board of control may see fit. Below is a form which students and members of the faculty use in reporting misdemeanors to the board of control.

REPORT OF MISDEMEANOR

Date ----- Time -----
 Name -----
 Nature of Offense -----
 Place -----
 Witnesses: -----

 Signed -----

These reports are treated as absolute secrets by the president of the board of control as far as the one who makes the report is concerned.

DOES SERVICE HAVE ANYTHING TO DO WITH SUCCESS

WITH THE FORD car finding its way into the remotest corners of the earth, Standard Oil cans used by water carriers on the Sahara desert, and kodaks picturing the quaintness of Jerusalem streets, the power of national advertising is forced upon our attention. But why have not all nationally advertised goods reached all parts of the globe? What is the great impelling force behind this national advertising that makes everyone, everywhere, purchase these well-known articles? Is it the service their producers give—a service needed and desired by the average man?

Pondering this matter recently, there came to mind the several conversations I have had with a certain Kansas City business man on this idea of service, and I recalled his ardent belief that his business has been built up on this ideal. So, I searched him out and invited him to indulge in another conversation. By way of red flag, I waved before him the question:

"Do you really think that service has anything to do with success? Or is such an idea all 'the bunk' told to a believing public to hoodwink it?"

He is a typical school man in his poise and in his manner of thought and speech. Launched thus upon a loved topic, he

In discussing legislative measures and attempting solutions for problems brought before the board of control, the students are given excellent situations in which to practice those attitudes, traits, desires, principles and ideals which make for the growth of a more complete self.

Emphasis must be put more and more upon those activities which afford opportunities for the development of those characteristics so necessary in our democratic government. In the old days the good child was the one who never disturbed others by asking questions nor did he dare raise a doubt with teachers or parents. Those foolish days of repression, harshness, dull rote learning, and book-lessons are gone forever. They have given way to hundreds of opportunities for expression, friendliness, joyousness and the exercise of the creative spirit.

leaned back in his swivel chair, with the tips of his fingers placed carefully together, and his eye lighted with the joy of a deep conviction.

A Young Man's Ideal

"My business," he said tersely, "has been built up on service, and I believe you will agree with me that it has not been unsuccessful. As a young man, I started out with this service idea."

With this as a preface, he related to me briefly his experience of thirty-four years ago, when, as County Commissioner of Schools of Barton county, Missouri, he took the money due him for conducting his institute and employed expert, outside talent to bring new vigor and enthusiasm into the work in his schools. And the fact that from year to year his county held first rank in district conventions taught him the valuable lesson that the honest giving of needed service brings success. He was to use that later.

His Next Field

Feeling the urge to a greater field of service, he saw that he could reach this goal by introducing some model lessons for the inspiration of teachers and by supplying this supplementary material generally. Looking upon this as his next step in service, then, Arno L. Roach entered the publishing field for teachers, with a Missouri

geography declared by no less an authority than Dean Williams as "worth its weight in gold;" this was followed by "Administrations Illustrated," the "Graphic History" and later the "Educator."

With this successful experience as a background, he entered into his most outstanding accomplishment, assisting in the making of *THE WORLD BOOK*. In this undertaking, he sponsored the correspondence with more than 30,000 educators, and he is credited by the publishers with introducing the many sales features of the publication. This publication has long since been recognized as the "best of its type" by the American Library Association and takes first rank with librarians and educators, but it continues to maintain that rating because of the ideal of service. "The men back of the work spare no time or expense" said Mr. Roach, "to better it with each succeeding edition and it thereby maintains its excellent rating."

No "Resting on the Oars"

"This, then, is what you mean by 'building a business on service'—giving the public a standard quality of goods?" I was prodding for the ideas I knew him to possess.

"Quality comes first, of course, he replied. Honest value must be the basis of service, or no one will want it. But you may have value and a limited usefulness. Our company is constantly seeking to broaden its usefulness." I nodded sympathetically because I understood something of the personality of the man back of that statement. Not content with money-making alone, he was still obsessed with the old "service ideal" of his youth. He already had a fair business, had met with a reasonable success. He could have "rested on his oars." But he had been a teacher and he was alive to the teacher's needs; and he had a peculiar genius that drove him as genius is apt to do. His gift was for evolving teaching methods and plans. It was an invigorating game to him. It held the fascination of a hobby, a life-work and a temptation. He could not resist it. Naturally, as he built up his business, he saw opportunities for the exercise of this great enthusiasm. Had he built bridges or raised cabbages, he doubtless would have discovered "methods for teachers" even

in such alien fields. He seems to possess a subtle sense that is able to anticipate the needs of the teaching public. Out of these natural gifts and impulses have grown the many service features that have made his business unique in its field and have brought a stable and ever-increasing success.

The service features that have grown with the years out of this business ideal include Monthly Service Bulletins, supplied free in such quantities as can be used to advantage by the teacher; a Project Booklet giving twenty-five such projects as will serve as models for the ambitious teacher in the development of like material for every lesson; a comprehensive Course in Citizenship, and numerous outlines and lessons adapted to various phases of school and community work.

Lessons in Character Building

"The most recent development in this connection is our series of lessons in character building," said Mr. Roach. "Anticipating a need of this kind when editing *THE WORLD BOOK*, such subjects as Ambition, Honor and Thrift were included in the publication. In a recent Superintendence Meeting, attended by superintendents from all over the country and school people generally, emphasis was placed upon the need of making better men and women by training children. Now, we had already spent thousands of dollars in the preparation of a series of character training projects, one for each week, published in monthly bulletins, and we are distributing this material everywhere as demand warrants. Several superintendents are ordering in quantities of 400 copies each month, distributing to all their teachers, and this material will doubtless reach 100,000 before the end of the first year."

The accompanying reproduction of a Kansas City monthly report card emphasizes the treatment of this character training material, and the True-False Test for March shows how *THE WORLD BOOK* supplies the necessary supplementary matter.

In Kansas City alone there are 23,000 members of the Parent-Teacher Association, and the company headed by this man courts the privilege of supplying these

What are your pupils taking home to their Parents?

Public Schools of Kansas City, Mo.
Report Card

To Parents:
This card is to show what the school is trying to accomplish, both in subject matter and in habits and attitudes desirable for good citizenship. Your cooperation and help are requested in developing in your child the following habits and attitudes.

Habits and Attitudes Desirable for Good Citizenship	1	2	3	4
I. Health and Posture				
a. Is cleanly in habits, person and dress				
b. Is careful of his eyes, testing book or paper at proper distance				
c. Keeps hands and materials away from mouth				
d. Sits, stands and walks correctly				
II. Orderliness				
a. Puts away materials carefully				
b. Keeps desks, lockers and other materials in good condition				
III. Thrift				
a. Uses time to good advantage				
b. Is careful in expenditure of money				
c. Saves time by carefully planning work				
d. Does not waste paper, pencils or materials				
IV. Prudence				
a. Does not deface books or other property				
b. Is in the right place at the right time equipped for work				
c. Remains in direction of activity continually without unnecessary digressions				
V. Cleanliness				
a. Keeps in work on time				
b. Concentrates upon the task at hand				
c. Distributes between essentials and non-essentials				
d. Is accurate in his work				
e. Expresses self clearly and listens to the point under discussion				
VII. Helped Initiative and Self Reliance				
a. Sets worthwhile projects and tries to carry them out				
b. Finds way of improving his weak points and of making up work missed during absence				
c. Does more than minimum amount of work required				
d. Works to maximum ability				
VIII. Self Control and Obedience				
a. Does not conceal or lose control of temper				
b. Does not molest other pupils				
c. Obeys time in authority courteously and promptly				
d. Holds himself responsible to abide by rules made by the group				
e. Obeys rules and regulations of the school				
IX. Courtesy and Good Sportsmanship				
a. Pays attention while others are talking and does not interrupt				
b. Talks and laughs quietly				
c. Has gentle habits of speech				
d. Does not let other pupils copy or make wrong use of his work				
e. Stands for fairness in play				
f. Claims no more than his share of time and attention				
g. Is courteous to opponents				
X. Honesty and Trustworthiness				
a. Recognizes and respects the property of others				
b. Does not cheat				
c. Tells the truth, trying to give the correct impression				
d. Keeps appointments and other agreements				
XI. Cooperation				
a. Works and plays with others harmoniously without "bussing"				
b. Helps carry out suggestions made by the group				
c. Does his part in making his recreation profitable and interesting				

Report Card of Kansas City Schools.

members, at no little expense, programs on education, citizenship, character, art, and other subjects, and no charge whatever is made for the material. In like manner, it has always been the policy to supply information on any subject to their subscribers, gratuitously, through a research department conducted for the benefit of its members, in that way extending the usefulness of the company.

The "Last Word" in Service

"It is also the purpose of this company to give the highest service possible in the sale of standardized merchandise. The representative of high class merchandise is not necessarily an itinerant salesman. We believe that a still better service can be given in the sale of books if the salesman establishes himself and his goods in a community, building for permanency by establishing the value of his product. With THE WORLD BOOK, a publication that will stand the acid test of use, we have a product that will admit of local representation and the building up of a permanent, local business, that will increase from year to year as the public learns the value. The national advertising campaign now in progress should make the name a household word and the service that backs this advertising will continue to make its necessity felt in widely differing fields of en-

deavor, with an ever-increasing circle of friends that insures permanency and stability."

As I left Mr. Roach there were going through my mind these thoughts: Giving is the goal of the world's best men. Getting is the end only for the man with a little soul. These observations apply in the realm of the professions no less than in the field of commerce. Here is a teacher who for years has not conducted a class nor drawn a teacher's monthly salary check but who is continually teaching. He has applied the principal of mass production to his teaching just as Ford applied it to the making of cars. The process has made him money but the money he has used as a means of enlarging his production and increasing the reach of his service.

I was thinking, too, of the counterfeits of this idea, of those who adopt the form of the genuine but who do not put into it the real gold of service; to whom "service" is only a word to deceive the unsuspecting, the inexperienced, and the uninformed.

Mr. Roach's is not the only company selling subscription books with the big idea of service dominating its policies, but his company is one of this kind, and it has done much to place this business in a category of respect and usefulness.

MARY ALICIA OWEN

By a Member of the Missouri Writers' Guild.

THE OTHER DAY a young sports reporter handed me a medium sized book.

"Indian Folklore, and it's great!" he said.

Something new on folklore? "Miss Mary Alicia Owen will be interested in seeing that," I remarked, reaching for the volume. To my surprise, the title page bore her name! The work was "Folklore of the Musquakie Indians of North America," published in Long Acre London, in 1904.

"I did not notice the name of the author," rejoined the young newspaper man, upon my exclamation that it was her book. "All I knew was that it was interesting. It's got some good stuff in it."

Good stuff in it! Long after the youth had gone, I sat with that volume in my hand.

Mary Alicia Owen. How that name thrills St. Joseph, and how far it has gone outside this, her home city. Not a man, women or child to whom it is familiar who does not react to its sound. The owner has not sought renown at home or abroad. Indeed, she has shrunk from it. Always reticent about her own activities, and for the last few years in failing health, she has retired more and more, within herself, discouraging as far as possible, any intercourse with the outside world.

A less staunch following would have forgotten its idol long ago. Not so Miss Owen's public. It never forgets, never grows lukewarm. The merest hint of her prospective appearance upon any program, or at any affair, bespeaks a banner attendance. Nor does her fame cease with her home city. Incidentally, so firm a foothold had her reputation secured upon her British following, resultant from her writings and a lecture tour abroad, that her name actually appeared in the British "Who's Who," before it was printed in the American publication.

As illustrated in the case of the sports writer. Miss Owen's appeal is spontaneous. So vital is her touch that she establishes an electrifying contact with whatever instrument she may elect to employ. During the World War she effected a lasting bond be-

tween herself and the U. S. Navy by her untiring activities in behalf of the seamen fighting for their country. Sailors wrote to her by the hundred, expressing their gratitude for her efforts upon their behalf.

According to "Who's Who," Miss Owen had made important discoveries in Voodoo magic. She studied the American Indians, and exhibited such a sympathetic interest in the redskins that she was admitted in 1892 to tribal membership with the Sauks, an affiliated tribe of the Musquakies. She joined their secret societies, and wrote much of their beliefs and customs, hence the work on American Indian folklore. In 1898, Miss Owen turned her attention to the gypsy. As an outcome of this research was the advent of a story, "The Daughter of Alouette and an Ozark Gypsy." Her voodoo study brought forth two delightful volumes, viz. "Ole Rabbit Plantation Stories" and "Voodoo Tales." Later came more Indian works, "Oracles and Witches," "The Sacred Council Hills," "The Rain Gods of the American Indians," "Messiah Beliefs of the American Indians," and "Home Life of the Squaws." She is president of the Missouri Folklore Society, honorary member of the English Folklore Society, Daughters of American Revolution, Wednesday Club of St. Louis, Missouri Historical Society, Mississippi Valley Historical Society, State Historical Society, Missouri Writers' Guild, Authors' League of America, and British Association of Advanced Science. She received her education in private schools of St. Joseph and Vassar College. She was born in St. Joseph.

The writings mentioned in the foregoing present an apparently formidable list, but far from formidable upon investigation. Every volume whether it be "Ole Rabbit's Plantation Stories" or "Messiah Beliefs of the American Indians" teems with interest. Few dull lines invade the pages of this gifted writer. She has a message, and she gives it out in the characteristic manner of her speeches. Miss Owen, by the way, is an inveterate talker. She has admitted that her love for a pet toad named Sam once possessed by her household, was fostered by the fact that he was the one living creature

which permitted her to complete a sentence without interruption.

Speaking of the household and pets, always brings to mind two other interesting human beings and a myriad dumb creatures. The interesting human beings are Miss Owen's sisters, Juliette and Luella, whom, as was the case in the illustrious Bronte sisters, it is difficult to omit in a mention of Mary Alicia. The sisters are each gifted in their own particular way. Juliette is an ornithologist of high rank. Luella is a recognized geologist. She receives samples of soils from all quarters of the earth for analysis and appraisal. Together, the trio comprises St. Joseph's most illustrious family. A family where high thinking leads to high living. From this home have been heralded lofty ideals, the effect of which has been felt by all who have come in contact with it.

Take for example, Miss Mary Alicia, herself. A man told me down in the Ozarks a year or two ago of her visit to his community some ten or possibly fifteen years ago. A "good scout," he pronounced her, and he probably had no idea how close he came to the literal truth. Could he have known that away back in the late 80's the "good scout," had taken an active part in initiation ceremonies of the Sauks Indians, he would have opened his eyes wide.

He would have opened his eyes still wider, perhaps, had he understood that his "good scout" was taking the place of an Indian maiden claimed by the Great Spirit. For that initiation ceremony would have made many a lesser heart quail. It was in the month of June that Mary Alicia went to pay a visit to her Indian friends, and found them mourning a departed daughter. They told her to go home, but to return to them in July. She went. They seated her at the table of the "Feast of the Resurrection," at the place of the dead girl. After the feast, as the sun began to sink in the west she mounted the pony which had belonged to the Indian maiden. She rode in the direction of the sunset, to carry to rest the wandering ghost of the departed girl. My Ozark friend might have been still more surprised could he have seen his "good scout" at the "Travel Feast," eating roast dog, and locust pie!

Children have always adored Miss Owen. Within the last few years, she enjoyed the

love and companionship of a tiny grand-niece. How she loved this mite of humanity from the day of her birth until her death! When the word passed from lip to lip that little Jane, the daughter of a favorite nephew, could not live three months, she was inconsolable.

"Why couldn't the Lord take me instead of Jane?" she said. "My work is through, I've nothing to look forward to, and she has everything."

Nevertheless, when it was found that the slowly dying child enjoyed some little quip from "Aunt Mary's" pen, a new verse or verses, were written every day. Days ran into weeks, yet the verses never failed. When the little life presently went out, the accumulated verses would have sufficed for a considerable volume.

Thus it has ever been with the Owens'. No task once undertaken is deemed too large or too small to be performed to the letter. They were cheerful, considerate attendants of their own mother throughout an invalidism of more than twenty years. Their care of each other has been marvelous. If one of them is ill, the others insist upon assuming her entire care.

"We had a rather strenuous siege with Mary," said Luella, speaking of one of the hardest attacks of asthma, the one element in Mary Alicia's life which she has been unable to effectually combat.

And this spirit has characterized all the acts of the sisters. Indeed, so closely are their lives interwoven that to mention one is equivalent in St. Joseph. This is true, furthermore of the animal life of the household. And no account of the sisters would be complete without something concerning these dumb creatures which have so closely allied themselves to the place.

Not greatest among this lower stratum of life in the Owen household, but far from least, was Judy, a lanky, yellow and white spotted English foxhound. Judy was susceptible to colds and went blanketed summer and winter. Judy was the downstairs dog. Midge, a tiny fox terrier, lived upstairs. Judy never permitted Midge to stay a moment on the lower floor. Brownie, the most faithful of Irish setters was for years the chief watchdog of the place. Sally, the black faced squirrel, is to be seen any time around the place, as is Romeo the pigeon, a lame rooster, with a wife presented to him

because he was lonely, and so on. Each of these has a personal and interesting history. It has been said that if anyone has an animal of any kind which he no longer wishes to keep, all he need do is to dump it over the Owen fence and rest assured that it will have a home as long as it lives. And such a home! An old rambling house, surrounded

by forest trees, with grounds large enough to accommodate bird and beast, and neighboring children.

Here encircled by loving friends, and admiring townspeople, lives Mary Alicia Owen, upon whose brow fame has insisted upon perching, unbidden, and almost unwelcome.



TWILIGHT

Poem and picture by Katherine Etz
Hodgen School, St. Louis.

*Softly the wind sighs
Through the lonely pines.
The shadows lengthen
As day declines.
The waves wash in
And gently lap the shore,
While silvery mists
From snowy whitecaps soar.
The day is ebbing
In its onward flight,
As softly, gently,
Fall the shades of night.
Sweet Morpheus, hovering,
With his dusky grace,
Lulls us to slumber,
In a soft embrace.*

EXTRA-CURRICULAR ACTIVITIES.

THE "TRY OUT PLAN" AS PRACTICED IN THE ELVINS HIGH SCHOOL.

A NEW PLAN of extra-curricular activities management was begun in the Elvins high school during the year 1925-1926. While there are many plans of conducting extra-curricular activities in the schools of the United States, the Elvins high school has a method still different which may be termed the "try out" or "finding" plan.

There are many students in the high schools of the land who do not know what they can do in the various extra-curricular activities. They have never gone into training nor have they made a real attempt to ascertain their strength and abilities either in athletics, music, literary or leadership activities. The students in many cases have not felt the advantage, and in more cases have not felt the need of doing more than getting their mathematics, their English, or their history. Many educators now feel that much may be learned by participating in the extra-curricular activities which may not so easily be learned in mathematics, English, or history. In some schools students have been known to graduate with honors who had not participated in any of the extra-curricular activities because the stress has been placed in many instances on curriculum subjects only.

Frequently the trouble is that there is no incentive for the students to take part in the extra-curricular activities. There is no urging from within, no urging by parents and there are no requirements by the school.

The system worked out at Elvins, Missouri, attempts to encourage the students to "try out" for the various extra-curricular activities which are offered in order to represent the high school in the contests and events in the county and in the state. The participation or non-participation does not in any way effect grades or graduation. All students are encouraged and urged to "try out" for the activities not only to help the sponsors to pick the best representatives for the various contests but also to help the development of the student. No awards are given except during the senior year when the Elvins High School Activity Emblem is awarded to the seniors who have earned sufficient points, a record of which is kept on individual cards.

The activities that the Elvins High School

offers are based on the contests of the high schools of St. Francois county in which Elvins is located. These contests are managed by the St. Francois County Activities Association, which includes the nine first class high schools of the county. The Elvins high school has arranged these activities in the following groups: Athletic, Forensics, Music and Curricular. Besides these four an Honor group has been provided.

In the Athletic group, teams are organized in the following sports to contest against other schools in the county and the state: basketball, baseball, tennis, volley ball, and track. Both boys and girls take part in all sports. However, during the season 1925-1926 the track work was offered to the boys only and the baseball was offered to the girls only. Soccer football will very likely be offered in the future.

In Forensics the school provides coaches and sponsors in the following activities: debating, orations, extemporaneous speaking, declamatory readings, essay writing, historical essay writing, poetry reading, class plays, and one-act plays.

In the Music group the Elvins high school offers points for chorus, operetta, quartet, orchestra or band, glee club and solo either vocal or instrumental. Additional interest in this work is secured for "trying out" through the fact that the county sponsors a music contest each spring. Each school is allowed thirty minutes, during which time the school may render any type of musical program it sees fit.

The types of activities offered in the Curricular group are again influenced by the county contests. They include contests in shorthand, typewriting, spelling, penmanship, sewing, cooking, woodworking and mechanical drawing. These are curricular activities instead of extra-curricular activities. This shows that it is not believed wise to differentiate too much between these two types of activities. The curricular work is offered regularly, and the teacher in charge sponsors class contests, and every student in that department tries out to find out who is to represent the school. In spelling and penmanship every student in high school is given a chance to "try out."

In the Honor group are included editor of the Tomahawk, the school paper, Tomahawk staff, class president, other class officers, captains of teams, president of activities association, members of the activity committee. Since these are chosen by vote of the students, they do not "try out" for these offices. They are elected to these honor offices because the majority of the students give them the office.

The schedule for the various contests of the schools is arranged by a committee at the beginning of each school year. Then the Elvins high school holds its eliminating contests a week or so before the county contest is scheduled. The committee is careful that the contests are distributed throughout the school year.

A close scrutiny of the Elvins Activities "Try Out" Card shows that the activities are arranged in groups. It shows that the Seniors of the Class of '26 needed a total of thirty points, that of these thirty points, fifteen were required and fifteen were elective. Four were required in the Athletic group, six in the Forensic group, three in the Music group, and two in the curricular group. Students were permitted to elect their fifteen remaining points from any or all of the groups. It could have happened that all fifteen could be given them in the honor group.

A senior in the Class of '27 will need a total of sixty-three points distributed among the groups as indicated on the card: eight in Athletics, twelve in Forensics, six in Music, four in curricular, and as many as the students confer upon him in the Honor group. A Senior in the Class of '28 will need a total of ninety-three points, and a Senior of the Class of '29 will need a total of one-hundred-twenty points. All Seniors after 1929 will need the same as the Class of '29, that is, a total of one-hundred-twenty points, sixty of which will be required and sixty of which will be elective.

It will be noticed that the required number of points in each group for each succeeding class increases by arithmetical progression. It will be necessary for the Freshmen, Sophomores, and Juniors to keep an active interest in the activities, and they should "Try Out" each year from the time they are Freshmen in order to be eligible for the High School Activities Award at the time of their graduation in the Senior year. It will be remembered, however, that participation in

extra-curricular activities is not a requirement for graduation. Also, those who are either mentally or physically handicapped should not worry about the awards otherwise the impression would be left that nothing is worth doing in itself. This is not the purpose of the emblem as a reward. The purpose of the emblem is to give those students who have made every effort possible to be loyal to the school by working and sacrificing for it in the school activities which is not recognized in other ways, a little remembrance which they can keep.

The Elvins Activities "Try Out" Record Card also indicated the number of points that are given for "Try Outs," for Minor Parts and for Representing the School in the different activities. It will be noticed that more points are given in some of the activities than are given in others. For instance, two points, instead of one point are given for "Try Out," and ten instead of five, six or eight in representing the school in both extemporaneous speaking and in debating. This has been done because it has been found that those two events are more difficult and are less frequently selected by the students than are the essays, plays, and declamatory activities. It has been found that these additional points offer an incentive for recruits in these activities.

It often happens that plays and operettas have minor parts, parts where the characters appear on the platform only once or twice. These are credited with two points on the card. The distribution of the points on the card shows that a pupil or student who "Tries Out" for any activity to the satisfaction of the sponsor in charge receives at least one point credit. Every student in high school has a chance to make at least one point in each activity each year while in high school.

The remainder of the space on the card is devoted to the record of points by years, and there is also space for the name of the student so that the card may be filed. The points are recorded on the Elvins Activities "Try Out" Record Card directly from the blanks which the sponsor or each activity fills out as soon as his activity has closed. These blanks are in mimeograph form and are called the Elvins High School Activity Sponsor's Report Blanks.

The effectiveness of any card system or point system of extra-curricular activities depends upon its administration. The Elvins Activity Committee, consisting of four students and four faculty members, have drawn up the regulations as indicated below:

REGULATIONS FOR THE ADMINISTRATION OF THE ELVINS HIGH SCHOOL ACTIVITIES "TRY OUT" SYSTEM.

1. Any student who has been appointed to a position or who has assumed leadership, and then voluntarily ceases to fulfill the duties, or work of such responsibility, or who is removed because of infraction of discipline or training rules, automatically loses the points in the activity or activities in which the student fails to function.
2. Any student in a schedule or contest who voluntarily ceases to function, or who is barred for the season, automatically loses the points in that activity. The person who is elected, appointed or chosen to do the work of the person as indicated will receive all points provided for in that activity.
3. The number of points earned by the students in a certain activity are to be reported by the sponsor or coach of that activity on the Elvins High School Activity Report Blank not later than three days after the event, or contest, or activity closes.
4. The Elvins Activity Committee shall consist of four members of the student body, one from each class, elected by their respective classes. Also four faculty members, one of these to be the high school principal, the other three faculty members to be elected by the student body. This committee shall have power to make all necessary decisions concerning the Elvins Activities "Try Out" System.

The Elvins High School Activities Pin has been adopted as the only reward for participation in high school activities. Formerly expensive sweaters were given to members of basket ball teams, but members of debating teams, winners of essay contests or of declamatory contests were not recognized with sweaters. The present emblem is awarded to those who have "tried" to participate in all types of activities.

The accompanying illustration* shows the emblem which is given as the award during the senior year. It is the school colors: Red and White. It was designed by Lowe and Campbell, Athletic Goods Company, St. Louis, Missouri. As stated, the colors are red and white made up in enamel. The rest of the pin is in 14kt. gold. This emblem is respected by the high school students because those who are working toward it, and those who have earned it, feel that they have sacrificed as is indicated by the red in it, that they have been pure and clean as is indicated by the white in it, and that they have a mind, body and spirit so tempered and developed as to represent the most satisfactory use, as is indicated by the gold in it.

SUMMARY ELVINS ACTIVITY "TRY OUT" PLAN

1. It emphasizes effort.
2. It is designed to help all the high school students. Those inclined toward literary activities as well as those inclined toward athletic activities.
3. It helps students to find themselves, because it encourages the students to "Try Out" for each activity.
4. There are no scholastic restraints for "Try Out."
5. The plan gives credit in points for literary as well as for athletic activities, therefore the students receive a well balanced training.
6. It is impossible for a "lop-sided" student to win an emblem.
7. Records are kept on simple compact cards.
8. The regulations for carrying out the "Try Out" system discourage a quitter.
9. The activities committee is made up of four students and four faculty members. The student members are elected by the students an three-fourths of the faculty members on the committee are elected by the students.
10. The emblem, or award pin, is to the extra-curricular activities. what the high school diploma is to the curricular activities.
11. Besides benefitting the individual students, because of the training they receive, the plan helps the school to show up well in the county and state contests thereby causing the students to take more pride in their school.

*The School and Community was unable to procure this cut.

EDGERTON DEDICATES NEW SCHOOL BUILDING.

IS A SCHOOL OF EXCELLENT MUSICAL ABILITY.

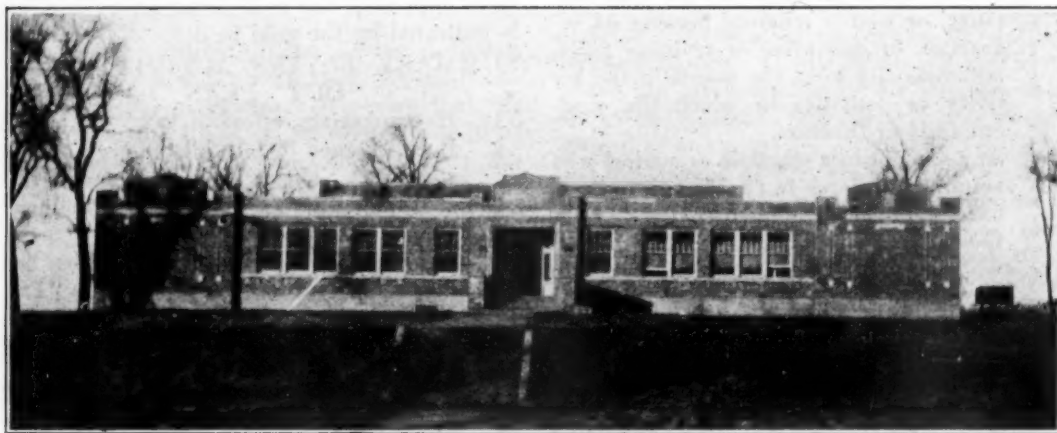
THE PEOPLE OF Edgerton in Northeast Platte county recently dedicated a new \$50,000 school building. This was erected to replace one which was burned February 12, 1926.

At the dedicatory exercises, the auditorium which will seat about 600 was filled. H. E. Waggenacht of St. Joseph the architect who designed the building delivered the keys to J. E. Boydston, President of the Board of Education who in turn delivered them to the

legue. In 1909, the College having been discontinued, the building was given to the Edgerton School District.

In 1921 Edgerton District was consolidated with two other districts. The new district is known as Consolidated District Number I of Platte County.

The new building is a one story building and semi-fire proof. It has a combined auditorium and gymnasium 50 feet wide and 72 feet long. A stage 24 feet by 72 feet is on



Edgerton's New \$50,000 Schoolhouse.

Superintendent I. J. Vogelgesang. This was followed by speeches by Uel W. Lamkin, E. A. Collins of Warrensburg State Teachers College who was at one time superintendent of the Edgerton school, E. J. Kettelman, County Superintendent of Platte County, Superintendent Cramer of Smithville, Superintendent Allison of Grayson, and S. C. Richeson who was followed by T. J. Walker, Editor of "School and Community." After the program a basket dinner was served by the ladies of the community.

After dinner the chairs were removed from the floor of the auditorium and a game of basket ball was matched between the girls of Converse and Edgerton. This was followed by a football game between Dearborn and Edgerton. A banquet for the home and visiting teams was the closing event of the day.

The building that was burned was erected in 1901 by private funds for Platte Col-

lege. The north side of the auditorium. On the west end of the stage is a library. The stage is used as a study hall. The opening is closed with light sections while not in use as a stage. The seats are easily moved when it is used as a stage. The auditorium and stage are surrounded on the south, west and east by a hall. On the outside of the hall the class rooms, toilets and other rooms are built. There are ten class rooms, a boys' toilet and bathroom, a girls' toilet and bathroom, a superintendent's office and a rest room.

An Outstanding Music Program

The music for the day was furnished by the school orchestra which is one of the best school orchestras in the state. It was started by Mr. Collins in 1921 while he was superintendent of the school. It has been directed by Mrs. Winnie Shafer, a resident of Edgerton, the past four years. In 1922 the orchestra played at the State Teachers As-

sociation in Kansas City. For the last three years it has won first place in Class B in the Northwest Missouri High School contests at Maryville.

The orchestra has thirty-two members. Three hours a week are spent in practice, besides individual lessons and separate rehearsals. Mrs. Shafer has also organized a junior orchestra of thirty-four members whose ages range from six to twelve years; also a juvenile orchestra of pupils in the first and second grades. The orchestra is on a self supporting basis. More than three hundred dollars worth of material, consisting of musical instruments, music and stands, was lost in the fire. In spite of the misfortune the

music memory contest for National Music Week.

Mrs. Shafer also directs the high school orchestra at Smithville this year. One hour each day is spent in practice and a two hour lesson is given each Thursday. The Smithville orchestra has about twenty members.

Mrs. Shafer has had excellent training in music. She was director of music in Missouri Christian College eight years. She has had work in New York and in Chicago. She was a member of Leopold Godowsky's class in 1920. She also had private lessons from him. She has had lessons from Emil Liebling and Moissaye Boguslawski of Chicago and Ovide Musin and Legiuska of New York.



A Big Orchestra in a Little Town—Mrs. Winnie Shafer Is Its Maker.

orchestras did not miss a rehearsal. After the fire it recouped its finances by raising more than \$350. This money was raised by rummage sales, food sales, box supper musicals and other methods of like nature. With this money necessary material and instruments were bought, and the expenses of their trip to Maryville were paid.

The success of the orchestra is due to the efforts and exceptional ability of the director Mrs. Winnie Shafer. Besides her work with the orchestra, she gives private lessons at her studio. She has organized two federated music clubs. The junior club members are from the junior and senior high school. The members of the juvenile club are from six to twelve years of age. The membership of the clubs is about fifty. They meet on the first Monday and Tuesday of each month. These clubs are sponsoring a

She was a member of Robert E. Schmitz Master Class. Besides these she has had four years work in different branches of music at the Horner Institute, Kansas City Conservatory.

The Edgerton High School Orchestra played before the Federated Music Clubs in Kansas City February 21, 1927. One who attended the program reports that their numbers were very highly appreciated by the audience and it was the verdict of all that it is one of the best high school orchestras in the State.

Edgerton is exceedingly fortunate in having a person of Mrs. Shafer's ability who is willing to give the children of the town her time and labor. Many parents are seeing to it that their children take advantage of their opportunity.

CHARACTER AND CONDUCT THROUGH ENGLISH

This teacher has found a way by which English teaching teaches more than English. Responsibility to the group and for the group together with the development of desirable personal traits of character and habits of conduct are as valuable, at least, as the traditional subject matter. But Mr. Steward's plan does not neglect subject matter.

Bolden Steward

(Lincoln High School, Kansas City, Mo.)

BY MEANS OF ENGLISH, I attempt to influence the conduct and character of first- and second-year students in a standard, four-year, colored high school. The enrollment of the school is well over eleven hundred, and the normal daily attendance passes nine hundred. I reach daily an average of one hundred thirty-six students in six classes, each fifty-five minutes in length.

My room, formerly the R. O. T. C. armory, is situated in the basement of the building. The great surge of boys going into or out of the school as well as going to the boys' locker room rolls past my door. The room has blackboards on two sides; the walls are unplastered, whitewashed bricks, and the windows are shoulder-high, fitted with anti-break, opaque glass. The equipment is simple, consisting of ten tables and a teacher's desk. Nine of these plain, pine tables are arranged in three rows with four chairs at each table. A small table, used by the class chairman and the class secretary, is directly in the front center of the room. My desk is to the side, up in a corner. Along the front wall, near the chairman's table, is "the bench," upon which malefactors, tardies, "lazies," disturbers, and grammar-ignorers are placed. The two tables in the lower center of the room are dubbed "the booby tables," and sometimes "decorated" by those students who fall below a certain rating during a given week.

Each table is called a group. The ranking student of each group is group leader. He is responsible for the welfare of his group associates and he is their guide in preparing the group for all activities. In group contests and other class reactions, he strives to have his group hold its own or win higher classification. By tests, drills, quizzes, contests, examinations, rivalries, groups must maintain their personnel and their rating. Conduct, while it does not affect a student's scholastic standing, does affect his seat privileges. A given member of a group may lose

his seat, but not his recitation rating, for infractions and thus bring himself and his group into disfavor. There are three rules—behave, be studious, be punctual; this last rule is widely applied to recitations, themes, answers, attendance, etc. These regulations are frequently characterized as the three stinging or honey-yielding "B's" according to their treatment.

Regularly each semester three class officers are appointed—a chairman, a secretary, a critic. These automatically advance from critic thereafter. All forfeit their offices or are penalized a definite number of points for absence or neglect of duty. Everybody serves in alphabetical order, and each week one new officer, a critic, assumes his duties and one old officer, a chairman, is released. These officers do not recite. Alertness and efficiency in their offices are the bases of their credit for the week. A committee is appointed by the chair to go over the reports. If the two officers' books are satisfactory in content, composition and form, the committee recommends a suitable rating, recorded only after verification by the teacher. The chairman is rated on his originality and ability in maintaining order, arousing and sustaining interest, and in securing successful results while in office. The class officers and the teacher have frequent consultations as to methods, aids, plans, devices, innovations, and procedure.

The chairman, following the suggestions furnished him from the teacher's daily lesson plans, assigns and conducts the class room activities. The critic has an eye open for all sorts of things, including ventilation, temperature, room neatness, etc. The secretary takes the attendance, issues permits, inspects admits, notes values under advice, collects written papers, checks reading progress and library visits, and gives full reports of class affairs. Both the critic and the secretary are provided with record books open to the class

inspection. The teacher's record and rating books are also free for the students to consult.

At the beginning of each five-week period, each student is allotted one hundred points; to "pass," he must maintain not less than sixty of these points thruout the period. Since all bookkeeping is open a student may at any time ascertain his standing. For each failure to contribute a reasonable amount to the success of the day's program, four points are deducted. A student may redeem his four deducted points by an outstanding contribution to the class activity. When the total of deducted points aggregates thirty, the student signs a warning slip. Contact with his parents is then made by the teacher either by letter, telephone, or personal visit. Any student may at any time appeal to the teacher or the class for redress, re-rating, or re-adjustment. However, most frequently the class decides a mooted question involving grouping, "booby table" seats, and the disgrace of being stationed on "the bench."

The work of each group is definite but variable, according to the pleasure and plan of the chairman. Recently a first-year class studying "Julius Caesar" was given the following assignment by its chairman: Gr. 1, Life of Shakespeare; Gr. 2, Theatres in Shakespeare's Time; Gr. 3, Life of Caesar; Gr. 4, Roman Life in Caesar's Time; Gr. 5, Information pertaining to the play from Plutarch's Lives; Gr. 6, Grammar critics on other group reports; Gr. 7, Prepare suitable questions for test on content of other group reports; Grs. 8 and 9, Prepare a simple synopsis of the play preparatory to general reading.

This work consumed a week and the test as conducted by the chairman was: (a) questions written on separate slips of paper in good form and correct English; (b) collected and checked by the secretary and placed, face down, upon the chairman's table; (c) secretary called a group member; (d) student went to table, selected a question, read it aloud and answered it. If he gave the correct response, credit was allowed; if he failed, a point was scored against him as well as against his group unless some member in the group supported him by supplying the proper answer.

Now for composition. Every five weeks, each member, in addition to keeping up his daily paragraph-writing and textbook as-

signments, must present as a project an original, acceptable, five-hundred word theme. Here is an assignment for a second-year class in composition: "This class, tomorrow, is going to take a walk thru the colored business section near here for the purpose of seeing. Each one of you will select a topic from the list on the board—Barber shops, Restaurants, Pool halls, Candy kitchens, Stores, Offices, etc. Come here tomorrow with the name of the place you are planning to see. Remember we are to make written reports on this work after we have talked it over in class day after tomorrow. Group leaders will be held to account for the conduct and performance of their groups." I supplemented this assignment with definite, explanatory methods and directions as to the observation procedure.

Such composition work is conducted: (a) first talk given from the outline with volunteer suggestions; (b) outline revised and approved; (c) theme begun under teacher supervision; (d) first theme draft handed in; (e) theme re-written after being corrected; (f) theme re-submitted and given to another student to be read and approved or disapproved; (g) theme read before class and best themes selected for posting on the two bulletin boards in much-used halls. Papers so posted entitle their writers to advancement in group distribution and, when needed, to the removal of from four to sixteen deducted points. Honor themes are often committed and presented on programs at assemblies. Themes not judged suitable for the bulletin boards must be re-written, presented and evaluated because every student must prepare an acceptable five-week theme. If any student-approver should sign his name to a paper thus declaring it acceptable, he is held responsible. Should errors later be found in the theme, ten points are deducted from the approver's rating. Discussion, arguments, references to rules, etc. keep the chairman, the critic and the teacher busy during the "hot contest" days for bulletin board publicity. Besides, there is always a group studying over the posted papers attempting to discover errors, because each errorfinder receives two points for each detected flaw.

Here is a group assignment in such a composition class on contest days: Gr. 1, Double negatives; Gr. 2, Verb disagreements; Gr. 3, Incorrect pronunciation and enunciation; Gr. 4, Incorrect sentence structure; Gr.

5, Wrong tense forms; Gr. 6, Slang, common expressions, wrong words; Gr. 7, General posture, reading voice, appearance of themes; Gr. 8, challenge statements and demand proofs; Gr. 9, Prepare questions or other means of testing to hold all responsible for the program.

In drills, paragraph-writing contests, content explaining, spelling matches, oral reading rivalries, and simple dramatizations, elimination takes place first within the groups. Each group then certifies its competitor to the secretary. The chairman conducts the activity. The fate of each group hangs entirely upon the performance of its representative. If he succeeds, the entire group advances to a higher classification; if he fails, he carries his group down with him. It is interesting to notice how earnestly the groups will groom their entrants for the finals. I sometimes think their methods are rather harsh and altogether below—or, could it be, *above*?—the accepted, pedagogical standards; but since nobody complains and because apparently all take it with more or less good humor, I am inclined to let them alone. Quite frequently the results are startling in their satisfaction.

In this general scheme, workable daily with minor variations dictated by the I. Q. of the

class and the material employed, I think I have found some useful methods for affecting the conduct and character of the students who come into my plain, unadorned room. Since the appointments are almost Spartanlike in their nature and because one cannot tell what is happening outdoors, the students must create all the interests and in that way develop their resourcefulness, self-direction, group ideals and class pride, and advance, however crudely, toward judgment of human values. Four ideals are kept prominently before all groups—be something worth while, have something worth while, do something worth while, and remember the other fellow. On several occasions I have been given an opportunity to occupy rooms with more material embellishments, with more pleasant outlooks, and where I should have less contact with the hundreds of boys daily passing my door; but I have persistently refused, because, after all, to me the most inspiring and impelling attractions in any school are the students themselves. And it seems to me that the students also are greatly concerned and pleased with what they do and say and think rather than with the material furnishings and trappings that may happen to be in the class room.

ABOUT BOOKS

By Raymond Winfield Settle.

THE LATEST ADDITION to "Listen-In Radio Library" is "The Book of Operas," (Lothrop, Lee and Shepard: Boston). Since the advent of the radio a new and deeper interest in well-known operas has been noted. This book is intended to inform the listener-in as to the plot of the various great musical productions. Among those given in brief resumé are, *Aida*, *Barber of Seville*, *The Bat*, *Beggar's Opera*, *The Blue Bird*, *Rocaccio*, *The Bohemian Girl*, *Carmen*, *Cavalleria Rusticana*, *Don Juan*, *Falstaff*, *Fra Diavolo*, *Hans and Gretel*, *Iolanthe*, *Lohengrin*, *Madame Butterfly*, *Otello*, *Quo Vadi*, *Romeo and Juliet*, *Taming of the Shrew*, and dozens of others. In fact, all of the well known operas are included, and many that are not so well known.

In "A Dictionary of Modern English Usage," by H. W. Fowler, (Oxford University Press: New York) teachers of English will find "an ever present help in time of need." This book of nearly eight hundred pages is more than a dictionary. It is just what the title implies,—a dictionary of the modern usage of words and phrases. Among other important matters dealt with are suffixes and prefixes, absolute possessives, barbarisms, idioms, double constructions, fused participle, hackneyed phrases, hybrid derivatives, incompatibles, etc. In every case taken under observation the matter is not only thoroughly discussed, but examples of how it should be done are given. Without a doubt this bulky little volume will find great favor with writers and teachers.

One of the most significant contributions to American biography in recent years in "Benjamin Franklin, The First Civilized American," by Phillips Russell, (New York: Brentano's). During his recent residence of four years abroad, the author discovered in London and Paris some hitherto unknown letters and documents bearing upon the life and career of Benjamin Franklin. In America, through private collections and documents reposing in the State department, he gathered much new material. This forms the basis for what may be called a new estimate of the character of the man. Happily, or unhappily, depending upon the attitude of the average American toward his heroes, we have come upon the day when we have an inconquerable desire to know our great men of other days as they really were. Competent biographers are today busily at work turning over the musty records of the past to discover the MAN who has so long lurked behind the shadowy figure his earlier biographers made him to be. This is exactly what Mr. Phillips has done for Benjamin Franklin. By his masterly handling of his material he has laid the American people under no small obligation to him.

To those who have become enamoured of the traditional Franklin the book will be somewhat of a shock. Certain passages will indeed be hard reading for those who have long thought of him as the paragon of all virtues. To some it will be a matter of grief to learn that he forsook certain of the thirteen virtues so conspicuously included in his Creed of Life. If Mr. Russell is right, and what advantage would there be in contradicting him?—he forgot to "Eat not to dullness;" and "Drink not to elevation," and suffered the tortures of chronic gout in his latter years. His correspondence with Madame Brillion and Madame Helvetius is illuminating, to say the least, and his letter of Advice to a Young Man on the Choice of a Mistress would hardly bear reading aloud in mixed society.

The most charming feature of this book is its, sometimes, pitiless veracity to the character of the man, Franklin. And after all, Why not? Certainly, the function of the biographer is to delineate the life and character of his subject in accurate colors.

The frauds that have been perpetrated in the sacred name of Biography are legion and it is delightfully refreshing to note an honest attempt to write of a man as he was and not as his admirers thought he ought to be. It is indeed an indication of intelligence and progress when people admit that both vice and virtue, perfection and imperfection reside in their heroes.

Authors who meticulously record the small incidents, fancies and foibles that characterize the lives of the great make a most worth-while contribution to the literature of their day. "I Have This To Say," by Violet Hunt, (New York: Boni and Liveright) is at once the autobiography of an interesting literary character and an account of how certain people whose names are writ large in contemporary literature lived and worked. Chief among them are Joseph Conrad, Henry James, W. H. Hudson, H. G. Wells, Ford Madox Ford and D. H. Lawrence. The autobiography centers around Ford Madox Hueffer who is better known in his last three offerings to the public as Ford Madox Ford. The author, a novelist in her own right, became secretary to Hueffer, the founder and editor of the ill-fated English Review. The theme of the book is probably expressed in its initial sentence which solemnly declares that, "Life is a succession of affairs." After reading it through one readily understands how the author came by such a view of life.

To Americans, at least, the chief interest in the work lies in the intimate glimpses of Joseph Conrad, Henry James, W. H. Hudson and H. G. Wells it affords. Perhaps its effect will be somewhat iconoclastic, but even then, it affords many little thrills of delight. Violet Hunt is no hero worshipper. To her discerning eye these great ones were but human beings after all. Whatever people of today may think of the book, future biographers will no doubt find it a mine of priceless information. Through her discerning eye we see Henry James without his halo, Joseph Conrad in a fit of temper, D. H. Lawrence and Arnold Bennett as aspiring authors and Ford Madox Ford as a distressingly unsuccessful editor. All this will be made use of some day in an estimate of the life and work of these men.

TEACHERS SALARIES IN 1926-27 IN MISSOURI CITIES RANGING FROM 1500 TO 100,000 POPULATION

Wm. H. Zeigel and A. G. Capps
University of Missouri

THE PRESENT salaries of superintendents, high school principals, high school teachers, and elementary school teachers according to the size of town are of interest to the groups indicated and to boards of education. All wish to know for various reasons how their salaries compare with salaries for

the same positions in towns of approximately the same size.

In order to assist the professional workers and the school boards in making various comparison, we are showing the following tables. The data shown in them were taken from the School Directory of Missouri 1926-27 published by the State Department of Education.

Table I
Salaries in Towns Having Population of 1500-2499

Position	Superintendents	Principals	High School Teachers	Elementary School Teachers
25% receive less than	2000	1232	1100	727
Average	2250	1500	1271	765
25% receive more than	2625	1600	1456	846

Table reads: In towns with population of 1500-2499, we find 25% of the superintendents receiving less than \$2000, the average (median) is \$2250, and 25% of them receive more than \$2625; etc.

Table II
Salaries in Towns Having Population of 2500-3999

Position	Superintendents	Principals	High School Teachers	Elementary School Teachers
25% receive less than	2400	1471	1277	782
Average	2700	1625	1339	880
25% receive more than	3140	2000	1450	968

Table III
Salaries in Towns Having Population of 4000-7999

Position	Superintendents	Principals	High School Teachers	Elementary School Teachers
25% receive less than	3000	2000	1317	812
Average	3225	2200	1390	889
25% receive more than	3600	2500	1513	1021

Table IV
Salaries in Towns Having Population of 8000-29,000

Position	Superintendents	Principals	High School Teachers	Elementary School Teachers
25% receive less than	3475	2475	1314	934
Average	4000	2800	1441	1045
25% receive more than	4725	3000	1608	1174

Table V
Salaries in Towns Having Population of 30,000 to 100,000

Position	Superintendents	Principals	High School Teachers	Elementary School Teachers
25% receive less than	(a)	(a)	1564	(a)
Average	6375	3575	1834	1286
25% receive more than	(a)	(a)	2049	(a)

(a) Entries in these spaces would have no significance either because of the small number of cases or because of the form in which the original data appeared.

A REUNION OF MISSOURI HEROES

By ANNA ANWYL and MABEL LOFGREN,
Greenwood School, Kansas City, Mo.

THIS PLAY is the result of the correlation of the home room work on reading and English with the auditorium training in citizenship. It is the work of two fifth grades of the Greenwood School, a platoon school, in Kansas City, Mo. The classes presented the play on an intermediate assembly program celebrating Missouri Day.

Caste of Characters:

Governor Sam Baker	Farmer
Father Marquette	Cowboy
Indian Chief	Miner
LaSalle	Lumberjack
Laclede	Miss St. Louis
Choteau	Miss Kansas City
Daniel Boone	General Pershing
Alexander McNair	Samuel Clemens
Thomas Benton	

Governor Baker.—As the governor of this fair state of Missouri, I have extended a most hearty invitation to the important characters of by-gone days, as well as to those of the present time, who have helped to make Missouri what it is today, to this, our Missouri Day Festivity. Here come our guests.

(The guests enter in turn, greeted by Gov. Baker.)

Governor Baker.—Joliet and Father Marquette were the first white men to visit our region. Joliet, will you tell us how this country looked to you so long ago?

Joliet.—This was a wonderful country. As we floated down the great Mississippi river we saw high bluffs on either side. Beyond stretched vast prairies. The dark river emptying into the Mississippi Father Marquette called the Pekitanoui because of its muddy current. You now call it the Big Muddy or the Missouri. Wild deer and buffaloes fed on the plains.

Governor Baker.—Good Father, what led you to endure the many hardships in the new land?

Marquette.—Sir, the Indians must be taught about our God. After floating down the great river we camped at the mouth of the Big Muddy. The Indians were friendly. They gave us a boy as a present and a calumet as a token of their friendship. I promised to return to them to teach them our religion, but my health failed and I never came back as I had hoped to do.

Governor Baker.—An Indian Chief has come with these brave men. The chief will tell how his people felt toward these strangers who came into their hunting grounds.

Indian Chief.—The red men welcomed the brave pale faces. We guided them through the unbroken forests and down the mighty streams. They gave us beautifully colored blankets and firesticks in exchange for our furs. The French settlers treated us well and we trusted them.

Governor Baker.—Nine years after Marquette and Joliet made their visit here, another hero came to explore the Father of Waters. What of your experience in this wilderness, brave LaSalle?

LaSalle.—Early in 1682 our small band of a few Frenchmen and Indians followed the Mississippi to the gulf. The weather was cold and our men suffered greatly. After many hardships we were

glad to take possession of the region for the king and to name it Louisiana in his honor.

Governor Baker.—Two of our first settlers are here—Pierre Laclede and Auguste Choteau. They can tell us something of the early times in St. Louis.

Laclede.—Your honor, when in St. Louis you have surely visited the Merchants' Exchange on Main Street. On that spot in 1764, I put up my first store building. Indians crowded the store to exchange furs for rifles, bullets, knives, and gay colored blankets and handkerchiefs. The Louisiana Fur Company did a thriving business in those days and began an industry in which that city has always led.

Choteau.—When Laclede sent me to cut down the trees and build the first log cabins, he did not dream how quickly our village would grow into importance. In one year it was the capitol of the Louisiana Territory. The rich soil gave fine crops to the settlers who came across the Alleghenies and Kentucky to this promising town. The fur trade extended far to the north and the northwest.

Governor Baker.—Ah! Daniel Boone! We all recognize our great pioneer hunter and Indian Fighter. Could you give us the reasons why you left Kentucky and came across to our side of the Mississippi?

Boone.—I wanted more elbow room. It was getting crowded in Kentucky. I wanted to go back to the woods and hunt deer and buffalo. In 1797 I found a wild region where no woodman's ax had ever been heard. There I built my cabin. The governor, Delassus, knew that the Upper Louisiana was rich in resources and would give fortunes to newcomers. He wanted me to influence other immigrants to make their homes here. You know my sons were the first great salt makers of this region. Their success brought many pioneers up the Missouri to Boone's Lick Country. In 1803 the United States bought the Louisiana Territory and the Stars and Stripes took the place of the French flag.

Alexander McNair.—I wonder if any of you remember of hearing of me. I was the first governor of this great state. My name is Alexander McNair. It was rather amusing how I happened to come to Missouri. When my father died in Pennsylvania, my brother and I decided who would own the homestead by seeing who was the stronger. I was sorely whipped by my brother. Then, in 1811, I set out for St. Louis. I was a commissary for a number of years. I was a proud owner of a carriage at that time, there being only nineteen in the city. In 1820 I was elected governor and held office until 1824.

Governor Baker.—Your work is appreciated, Mr. McNair. Thomas Benton, I am so glad that you are here. Your prophecy has been fulfilled.

Thomas Benton.—Yes, I see it has. Years ago, when I stood on the bluff of what is now Kansas City, I predicted that a great city would grow up at that place. You will soon hear from that city, the Gateway to the West, and the Heart of America.

When Missouri was admitted to the union in 1821, I was elected to the United States Senate. I served as a senator for thirty years.

(Enter a farmer, a cowboy, a miner, and a lumberjack.)

Governor Baker.—What have you four men done to aid our beloved state?

Farmer.—I come here representing the farmers of Missouri. Farming is the greatest industry of the state. We raise corn, wheat, and other grains, also fruits and vegetables and hay. We produce one-eighth of all the corn grown in the United States. Most of it is used in fattening hogs. Our farms are well stocked with horses, cattle and poultry. Missouri produces more eggs than any other state of the union.

Lumberjack.—You can readily see that I am a lumberjack from the southeastern part of the state. The most important woods found in the state are cypress and cedar. We supply about one-fifth of all the sycamore lumber produced in the United States. Our state ranks high in red gum, black walnut, and woods suitable for cooperage. Oak and post oak are used for railroad ties of which Missouri produces so many each year that the ties would reach nearly twice the distance from New York to San Francisco. The lumber is fast disappearing. In the near future it will be entirely gone unless some plan of conservation is adopted.

Miner.—I am sure you have heard of the rich mines where I am employed. Missouri has high rank in minerals. The mines are in the south and southwestern part of the state in the Ozark region. The largest lead and zinc mines in the world are in Missouri. There are also iron and coal mines. The clay found in Missouri is used in making bricks, pottery, tiles, and earthenware.

Cowboy.—A cattleman am I. The cattle industry is very important in this state. In addition to the large beef herds, dairying is important. We ship the beef cattle to the packing plants at St. Louis, Kansas City, and St. Joseph.

Governor Baker.—We are all delighted to have the company of Miss St. Louis and Miss Kansas City, the two most important cities of our state.

Miss St. Louis and Miss Kansas City.—(Enter together) Thank you, Governor Baker. It gives us pleasure to be here.

Governor Baker.—Pray tell this company about yourself, Miss St. Louis.

Miss St. Louis.—Of course you all know that I am the largest city in the state and the sixth largest in the country. Horses and mules, shoes, hardwood lumber, cars, furs are sold within my gates. I hold high rank in livestock, grain, hardware, dry goods and millinery. I am not only a great commercial center but a city noted for parks, schools, and beautiful residences districts.

Governor Baker.—We are all very proud that Kansas City is now the Heart of America. Miss Kansas City, we anxiously await your story.

Miss Kansas City.—Of all the cities of the United States I rank first in the distribution of lumber, first as a broomcorn market and first in the manufacturing of black walnut lumber. Do you know that I rank second in the distribution of fruits and vegetables and as a butter, egg, and poultry market, I take third place? Do you know that I am the world's largest hay market and the world's second largest horse and mule market? Do you know that I am known over the country as a city of beautiful homes and for my beautiful parks and boulevards?

Governor Baker.—Mr. Clemens, your stories give us much pleasure. We know you are Missouri's

greatest writer and America's most famous humorist. Tell us about your experience as a writer.

Clemens.—While my own name is Samuel Clemens, most of you know me as Mark Twain. First I became a pilot on the Mississippi. Later I wrote "Roughing It", a story of my experience in a mining camp. While in the camp I heard a story about a frog. In 1867 I published the story which helped me to become famous. My stories are well liked not only by ten-year old boys but by seventy-year old men. I am sure most people know my characters, Tom Sawyer and Huckleberry Finn.

Governor Baker.—Here is a man of world renown, one of Missouri's native sons, General Pershing.

General Pershing.—I am very proud to be a Missourian. I was born in Linn County in 1860. I graduated from the normal school in Kirksville, Mo., and from the Military Academy at West Point. I took part in the Indian wars and in the war with the Philippines. My most stern work was done as commander of the American troops in France during the World War.

I am sure that all of us have always tried to be and will always be loyal citizens of Missouri and of our country. Let us all give the flag salute and the oath of allegiance.

(All come forward and salute the flag, repeating the oath.)

"I pledge allegiance to the flag of the United States of America and to the republic for which it stands: one nation, indivisible, with liberty and justice for all."

All join in singing "Missouri."

MISSOURI

Air: *Auld Lang Syne*

There is a state, whose fame is great,
And known from sea to sea,
Whose rugged hills and rocks and rills
Are dear as life to me.
Then here's to old Missouri, dear,
Whose Slogan is "show me",
We'll fight with might for God and right
Missouri and for thee.

Her sons are noble, brave and strong,
And loyal unto death;
Her daughters fair will do and dare
Until their latest breath.
She's rich in ore, in fruit and grain,
In streams and forests, too,—
Land of my birth, the best on earth—
Missouri here's to you.

Proud of her own who've reached the heights,
In war or peaceful rule;
Proud of her war-tried faithful friend,
Her own Missouri mule.
Then here's to old Missouri, Dears,
Whose slogan is "show me",
We'll fight with might for God and Right,
Missouri and for thee.

(Song by Mrs. Daniel Boone Holmes,
Regent of Kansas City Chapter.

Dedicated to
The Missouri Daughter of
The American Revolution)

The material for this page is furnished by The State Department of Education.



THE PRELIMINARY SENIOR PROJECT REPORTS

The preliminary project reports for the year 1926-27 show that a wider variety of projects have been selected than in previous years. Most of the projects have been selected with a view to giving the student a better and more comprehensive knowledge of farm practice. The chief farming interests have in most cases been the determining factor in making the selection of the project. In some cases the type of project and the scope of the same have not been sufficient to arouse much interest. The State Department of Vocational Education desires to make the following suggestions for the improvement of project work.

1. The project should give the student a better knowledge of the dominant farm interests of his community. Sow and litter, dairying, corn production, and poultry, are projects that relate closely to general farm practice. Such projects as garden, raspberries, hot bed, potatoes and bees are good to a limited extent only but they should be used as minor projects and should be carried on in connection with a major project, otherwise the student will learn very little from his supervised practice work.

2. The scope of the project should be such as to challenge the student's best efforts and secure his interest in the work. In general, the scope of projects for the State as a whole is very satisfactory. In a few schools the scope of a part of the projects is too small. One school reports one-twentieth of an acre of gardening for three different students. Several students are reported for the State as a whole that have from one-half to one-tenth of an acre of truck. A single school reports eleven students as having one-half acre of garden truck each. One boy has a single bee stand and several have small hot beds. Nine students in one school have one pig each. These projects are not only small in scope but in most cases are not very closely related to real farm enterprises.

3. Accurate data should be reported. If the student has a major and minor project, the major and minor projects should be designated and the scope of each given. In some cases the project was not listed. The boy had failed to select the same. Early selection means much as this will give the boy

time to properly plan his project work. Orchard projects should all be accompanied by other projects that will prove profitable in the immediate future. If the orchard projects are supplemented by other projects the instructors in most cases have failed to mention the same. In a few cases, the instructors have overlooked making a summary of all projects.

Some of the excellent things disclosed by the information furnished this office are as follows:

1. Most of the reports are neatly and accurately made.

2. The scope of projects in most cases reflect great credit on the Missouri program of vocational work. The average scope of corn project is eight acres per student, pork production, five animals; poultry, one hundred birds; alfalfa, five acres, etc.

3. There is a diversity of projects required to meet the wide diversity of climate and soil conditions found in Missouri. There were thirty-six different projects in all. Cultivated crops received much attention and profitable projects were especially emphasized as shown by the number of boys enrolled for such projects as poultry, dairy cow, and baby beef.

4. The scope of many projects have been increased since last year. This year there is 4446 acres of corn and last year 2825 acres; pork production, 1028 animals as compared to 732 last year. Sheep 1231 animals this year and 752 last year; poultry, 42,565 birds, and last year 38,869 birds; Soy Beans, 380 acres as compared to 289 acres for the previous year.

Since vocational agriculture is a relatively new field of work great care should be exercised to make a careful selection of all projects in order to enlist the cooperation of the people of the community and in order that the work may progress in the direction of the accomplishment of real farm enterprises. The project if carefully selected and thoroughly supervised will, in time, give the parents a new vision of vocational education and in addition it will enhance the value of subject matter learned by the student and will give him an experience in a few months that it would probably take several years of farm experience for him to acquire.

The material for this page is furnished by The State Department of Education.

Following is the preliminary senior project work in vocational agriculture. 1926-27.

Name of Project	Number Enrolled	Total Scope
Alfalfa	12	63 acres
Baby Beef	89	146 animals
Barley	1	3 acres
Beef Prod.	17	51 animals
Bees	5	27 stands
Care and Management of Home Orchards	29	3379 trees
Corn	559	4446 acres
Cotton	16	61 acres
Cowpeas	5	23 acres
Dairy Cow	131	233 cows
Farm Accounts	27	27 farms
Farm Management	6	6 farms
Farm Practice	8	8 farms
Garden	114	82 acres
Grape	1	1 acre
Kaffir Corn	10	42 acres
Land Drainage	1	5 acres
Oats	17	139 acres
Onions	7	7 acres
Pasture Improvement	1	7½ acres
Peanuts	4	4 acres
Pop corn	4	3 acres
Pork Production	199	1028 animals
Potatoes	228	194 acres
Poultry	426	42565 birds
Raspberries	2	1 acre
Rye	1	5 acres
Sheep	98	1231 animals
Sow and Litter	570	655 sows and litters
Soybeans	64	380 acres
Strawberries	47	56 acres
Sudan Grass	1	10 acres
Sweet Potatoes	15	19 acres
Tobacco	7	6 acres
Tomatoes	6	20 acres
Watermelon	6	10 acres
Wheat	30	348 acres

Seasonal Application of Community Improvement

The Community Improvement Contest has been responsible for some unusually good results in vocational agriculture work in Missouri. Of course it is only a tool in the hands of the teachers. In many instances the progressiveness and aggressiveness of the teacher is reflected very plainly in the results he has or has not accomplished by means of the contest. The teachers who are always looking for the path of least resistance have not, as a rule, seen the possibilities of the contest until it is pointed out to them.

Many teachers of vocational agriculture are called upon to beautify school grounds. Most vocational agriculture students have a real opportunity to improve the appearance of the homestead 100 per cent by means of landscaping with common native shrubbery which costs nothing. Prof. Talbert insists that Missouri is unusually fortunate in having the best plants for beautifying the homestead growing wild in each community which can be had with no expense except the labor.

Project Methods.

Project methods of teaching have occupied much time in discussion, but it is doubtful if these have received full consideration in actual teaching. Project work, when used as a means to the proper objective, is essential.

For example take geography. Suppose we wish to teach a series of lessons upon the principal products of our various states. Would it not be well to lay out forty-eight plats of ground and plant seeds of some kind in such a way as to spell the name of the states? Then the agricultural products of these states could also be produced in the plat of ground by the regular process. This is concrete and this is the kind of teaching which is practical.

It is possible to teach history as concretely. Also the other subjects can have concrete presentation.

In teaching agriculture it is not necessary to follow the order of the book, but if the teachers will teach seasonal agriculture they will find their work will be much more concrete and valuable.

State Spelling Contest.

Reports from every part of the state tell of the universal interest being taken in preparation for the state spelling contest which begins at 10 a. m. the first day of the county superintendents' convention. This will be the third state contest and judging from the increased interest and quality of work done in the second contest the contest this year will be the best.

We are not able at this time to announce a cash prize of more than \$100 to be distributed among all eighteen contestants, but there is a possibility this may be increased by some means.

No trick words will be used in the state contest and no word will be used which was not secured from the Missouri newspapers. No word requiring a capital letter will be used. The contest will be under the direction of the eighteen county superintendents elected by a vote of the county superintendents early in 1927. These persons or some alternate will grade the papers of all contestants.

Every contestant will remain in the contest and continue to write until the contest has been decided.

State School Money.

The time is not far distant when the question of making reports for state school money will confront the school officers of the state.

Two things are essential:

1—These reports and applications must be accurate in every detail.

2—These documents must be filed with the proper county officer by June 30.

There is little reason for errors to be reported by secretaries of school boards if teachers furnish the total days attendance correctly. Boards accept the responsibility of following the the school law as to performance of duties and should make reports on time.

The material for this page is furnished by The State Department of Education.

While county superintendents are not legally called upon to take part in securing the reports and applications calling for state money, yet if House Bill number 13 carrying an emergency clause becomes a law the county superintendent instead of the county clerk will be called upon to send a report to the state superintendent on or before July 15 asking for the rural school aid for his or her county. This bill which has passed the House and is up for third reading in the Senate will, if passed, become effective upon being signed by the Governor. However, even if this bill does not become a law the county superintendent should take part in securing accurate applications and reports from every school board in his or her county.

Thomas Jefferson's Birthday.

Every school in Missouri should observe Jefferson's birthday April 13. To his untiring efforts and sagacious intellect the public school system owes much. Furthermore Missouri is in the Louisiana Purchase which was acquired during Jefferson's administration. Just the space our histories devoted to Jefferson is not sufficient and for this reason the Department devoted some space in the Manual for the Observance of Special Days to Jefferson.

A movement is still in progress to free Monticello, Jefferson's home, from debt that it may become a national shrine unencumbered by any financial difficulties. If the school children will bring at least a penny to school on Jefferson's birthday April 13 and the same is sent to this Department the money will be sent to the proper persons for the payment of the debt now against Monticello.

Light School Rooms.

A well lighted school room so all light will come over the left shoulder is something to which all children are entitled. No school room is more to be avoided than a poorly lighted or dark one. What school rooms lack in good lighting must be paid for in some other way such as the necessity for glasses. Also disease germs, which plenty of light would destroy, are allowed to live in poorly lighted school rooms.

An experiment has recently been tried where light was admitted to one school room through glass admitting the ultra-violet ray and in another room the light was admitted through glass not possessing this faculty.

In the former school room the children eating the same diet and with outside conditions as nearly the same as possible with those of the latter room were found to have 8.63 per cent more coloring matter in their blood and their school attendance was 3.73 per cent better.

The latter room was lighted with common window panes. It will not be long before there will be glass on the market everywhere so constructed as to admit the ultra-violet ray.

Grade School Libraries

A general survey shows grade school libraries are in many cases not kept up to the needs of the schools. This is due mostly to

emphasis being placed on high school equipment at the expense of the grade school libraries. The grade school libraries must be as adequate as high school libraries because all children go to grade school and it is they who suffer if the equipment is lacking.

In the first four grades the children do not have a wide range of studies and for this reason they must have an abundance of outside reading. Nothing short of four sets of supplementary readers for each grade is sufficient. The upper grades likewise must have supplementary reading matter.

The primary children have daily need for a sand table, work table and construction material. In fact the sand table has a place in the upper grades for work in geography and history.

The viewpoint of every teacher should be that she is the agent for furnishing the children with a useful and wholesome experience so they will be able to deal successfully with the situations of life. Furthermore the children must learn to appreciate their environment. Hence teachers should continually emphasize the needs of the school to those in authority in order that the children may not be lacking in the essentials for good school work.

Education By Radio

Doubtless many of the schools have radio receiving sets and many others will have by next year. It is our plan to have a radio hour once each week during the afternoon so all the children who have access to a receiving set at school may hear. Some programs may be musical entirely. Others will have music and a lecture by some state official or bureau head. In brief we want to give the Missouri school children an opportunity to learn everything possible about the state government and Missouri in general. Definite announcements about the programs will be given out before the opening of school next year.

PHYSICAL EDUCATION. NOTICES.

In visiting classes in physical education I am often impressed that apparently the lesson has not been planned and the students are allowed to do very much as they wish with too much time given to basketball for a few while the rest look on. It is well to begin every lesson with a brief march and setting up exercise, followed by games and athletics in which everyone can take part.

Posture is a fundamental concern in physical education. Bad posture with a sagging abdomen often causes indigestion, constipation and other serious troubles. Bad posture of the shoulders, head and chest always reduces chest capacity and puts undue strain upon the heart. Bad posture of any kind is a disfigurement. We ought to get as good posture in high school as we do in the army.

In many of the larger schools and colleges there is now being held every year a posture week in which posters are exhibited showing good and bad posture. Posture slogans are run on bill boards and in the school papers and posture tags are hung on students with good posture.

The material for this page is furnished by The State Department of Education.

In the California schools a posture parade is held every month in which classes march by the physical directors in the best posture that they are able to maintain.

It should be a matter of pride on the part of every boy and girl to come through high school with a body as nearly perfect as possible. To secure this result, physical examinations are necessary to find defects.

To overcome physical defects requires time and uninteresting exercises long continued. It is much better to prevent their occurring if possible. As an incentive to those who eliminate these defects, Missouri gives a State Letter.

A GOOD SPORT.

It was in the last half of the 9th inning, and the score was even. Joe hit a short grounder into the left field. Joe slid and the ball and he seemed to arrive at the base at the same time. The umpire was puzzled, but after a moment's hesitation he said "safe at first," but Joe arose and said "He had the ball when I touched the plate. I was out."

Can we train this kind of honesty in boys? There is no place except the athletic field that can train it effectively. The State Department is seeking to have every boy and girl learn and practice the sportsmanship code.

DISCUSSIONS OF SPORTSMANSHIP.

Physical Directors will please remember that the syllabus calls for one period each term given to a discussion of sportsmanship. The following topics are suggested as worthy ones for class discussion:

I. How should sportsmen behave when an opponent deliberately and continuously employs unfair tactics against him?

1. Should he retaliate in kind?

2. May he complain to the official through his captain, and should he do so?

3. If officials do not act, how should he proceed?

4. Should he refuse to play this opponent again?

II. Is a team ever justified in leaving the field with the game unfinished?

III. Should the home team be held responsible for the conduct of spectators?

EXAMINATIONS IN SPORTSMANSHIP.

The following is suggested for an examination in sportsmanship, in which the pupil will rate himself. It is taken from the Sportsmanship Brotherhood.

1. Do I always play fair?

(Never try to beat the rules?)

2. Am I a good team worker?

(Never play to the grand-stand?)

3. Am I always loyal to myself and comrades?

(Never break my word to a friend or a foe?)

4. Do I keep trying to the end? (Never quit?)

5. Am I always physically fit? (Never abuse my body?)

6. Can I control my temper? (Never lose my head even though wronged by opponent or official?)

7. Do I accept adverse decisions graciously? (Never "crab" or kick as player or a spectator?)

8. Am I a good loser? (Can I hide my disappointment—congratulate my opponent?) (Never alibi?)

9. Am I a good winner? (Considerate and modest in victory? Never boast or crow?)

10. Do I play the game with the sporting spirit? Do I find joy in trying, in doing my best regardless of score?

(Never go back on the Code?)

CONFERENCE ON PARENTAL EDUCATION IN KANSAS CITY.

There has just been concluded in Kansas City one of the most notable conferences having to do with child problems and child welfare that has been held in the United States. It was organized jointly by Mrs. E. R. Weeks of Kansas City, Head of the Childrens Bureau of that city, and Dr. Florence Sherbon, Director of the Bureau of Child Research in the University of Kansas. The general topic was, "Education for Parenthood."

It became increasingly evident throughout the papers that were presented that the attention of Educators and child lovers was being turned more and more away from the more mechanical sides of the home consisting of dressmaking and cooking, to the more spiritual relationship between parents and children.

Dr. Sherbon, in her paper on Saturday said that we have now the elements for a special professional school which should really fit men and women for their greatest obligations in life, that is for parenthood. More and more our knowledge on the biological, physiological, sociological and psychological sides is being brought together and correlated so as to furnish the basis for a real professional school. Many researches along special lines are still needed, but there is already a vast field of knowledge available.

We have put the main emphasis in our education of girls certainly, and more or less of boys, on elements which are of comparatively little significance in their lives. A knowledge of Geometry or Latin plays a very small part in the life of the ordinary woman, but nearly every woman needs to know something of the care, and up-bringing of children. While our educational systems have overlooked it, parenthood is a far larger fact in the life of the normal individual than any subject now being treated in the curriculum.

MUSIC APPRECIATION CONTEST CLOSES.

The Music Appreciation Contest closed Monday night, March 14, and at this writing there is no way of ascertaining how universally this was received among school children. However, by telegrams received from the extremities of the state assurances were given that the reception was good. As soon as all reports are received from county superintendents the results will be announced and the radio receiving sets awarded to the schools winning them.

J. R. Scarborough Joins Department.

J. R. Scarborough, formerly superintendent of schools at Piedmont and Fredericktown joined the Department the first of March to work in the high school division.

Mr. Scarborough received his degree from the Springfield Teachers College in 1922 and his Masters Degree from the University of Missouri in 1825.

Report Blanks.

No teacher is legally entitled to the last month's salary until he or she files a term report completely filled with the district clerk or secretary of the school board and sends a copy to the county superintendent. The board must know the county superintendent has a copy before paying the last month's salary. This calls for the county superintendent's furnishing a receipt to the board upon receipt of the term report.

In case of high school districts only one report is required from the entire school sys-

tem and therefore teachers in the grade schools who report to the principal or superintendent have discharged their duties. The only thing necessary to secure reports is to see that the law is enforced. Almost every high school in the state reports readily and accurately, but there are a few each year from which reports are secured with difficulty and in some cases not secured at all. Yet these schools want their share of state money.

The new report blanks are simple and easy to fill and yet call for valuable information which it is necessary for us to have to comply with the law in the state report.

All the information possible should be placed in the report blanks before school closes so only the few items necessary to be filled in the last day can be supplied and the report placed in the proper hands.

All rural teachers or high school administrators making reports should co-operate with the district clerk or secretary of the board in filling in the general school information.

ITEMS of INTEREST

SEDALIA SUPERINTENDENT RESIGNS

J. N. Crocker, for three years Superintendent of the Sedalia Schools, has resigned and High School Principal, Heber U. Hunt has accepted the superintendency. The change was made on April 1st. Mr. Crocker became the Missouri representative for the Laidlaw Brothers Publishing Company, a thriving institution with offices in Chicago, New York, and San Francisco and which is directed by the Laidlaw brothers all of whom were former Missouri schoolmen. Mr. Crocker's resignation came as a surprise to most of his friends as he is universally regarded as one of Missouri's best school men and is very popular with his teachers, his board of education, and the citizens of Sedalia generally.

He has been prominently connected with the Missouri State Teachers Association having served three years as a member of its Executive Committee. He is at the present time a member of the Building Committee in charge of the erection of the permanent headquarters building, and is Chairman of the Legislative Committee of the M. S. T. A. in which capacity he has done a prodigious amount of work with the recent Missouri Legislature.

In a letter to his Board of Education accompanying his resignation Superintendent Crocker points out a number of definite attainments made in the Sedalia schools since his connection with them, among which are the following: a thorough revision of the rules and regu-

lations of the Board of Education by which the office of the superintendent is now recognized as a real executive position; an accumulative system of records has been installed; a budget system has been adopted and the financial system of accounting has been improved in such a way as to promote economy, get rid of the hit and miss system, and to avoid the possibility of preference and pull in the matter of purchases; a definite salary schedule has been adopted and teachers are employed only upon the recommendation of the superintendent and a very careful consideration of their fitness for the positions to which they are to be assigned; teachers tenure has been made more secure; standardized tests and scientific organization in the matter of classifying and grading pupils has been established; department work has been introduced in the grade schools where sufficient room is available and the eighth grade pupils have been grouped into one building and organized under the departmental plan; supervised study is being followed in this school and in the high school; the entire school system has been organized on the mid-year promotion basis.

A building survey has been made and will serve as a guide in determining the future building program of Sedalia. An educational survey is being made by the State Teachers College at Warrensburg.

Mr. Crocker expresses confidence that in the near future a broader program of education



Former Supt. J. N. Crocker.



Supt. Heber U. Hunt.

will come to Sedalia and will provide for kindergarten, junior high school, and special opportunity schools. He expresses complete faith in the newly elected Superintendent, Mr. Hunt who he describes as being worthy of the board's support, capable of the finest type of leadership, and meritorious of the support of teachers, the public, and the press.

The new superintendent, Mr. Hunt, stands very high among the schoolmen of the state as a high school principal. He is a young man but with sterling qualities and fine preparation. His experience in Sedalia as high school principal has given him a wide and favorable acquaintance with the people of Sedalia, and the board no doubt feels assured that under his leadership the policies of the former administration will be carried out.

A CORRECTION.

In the March issue of *THE SCHOOL AND COMMUNITY* under a brief article entitled "The Use of the Winnetka and Dalton Plans," the statement was made that the government bulletin dealing with this question did not report St. Louis as using the ability group plan in junior and senior high schools.

A note from Principal Armand R. Miller of the Roosevelt High School calls our attention to this as an error and states that it has been used in the Ben Blewett Intermediate School since its opening and in the Roosevelt and Cleveland High Schools since 1921. In the

latter schools it is used in the ninth and tenth years.

Principal Miller of the Roosevelt school bases the classifications into ability groups largely on the mental age as indicated by the Group Terman Tests taking into consideration also the I. Q. and the elementary school ranking.

NOTES FROM EXCHANGES.

County Superintendent Mrs. Mary Williams of Holt County has contributed a page in the issue of March 18th on the eighteen rural schools of Holt County which are on the approved list. Each school is described in detail and the standards for approval are reviewed.

Miss Mildred Munkres of the Mound City high school won the first prize in the high school division spelling contest held at Maryville March 10th. The interstate contest for elementary pupils will be held at Rockport during the last week of April.

A series of talks on banking is given to the Forest City high school on Wednesday morning by a local banker.

—The Holt County Sentinel.

Montana's Governor called a Citizens Conference on Education which Conference agreed on a legislative program. The chief problems considered were the equalizing of educational opportunity for country children and the support of the State University. The result of the work of the friends of education in that

state are that the proceeds from the metal mines, oil royalties, and the inheritance taxes will go into a fund for equalization of educational opportunity; a commission will be appointed by the State Board of Education to study the legislative needs of education and to make recommendations to the next legislature.

—Montana Education.

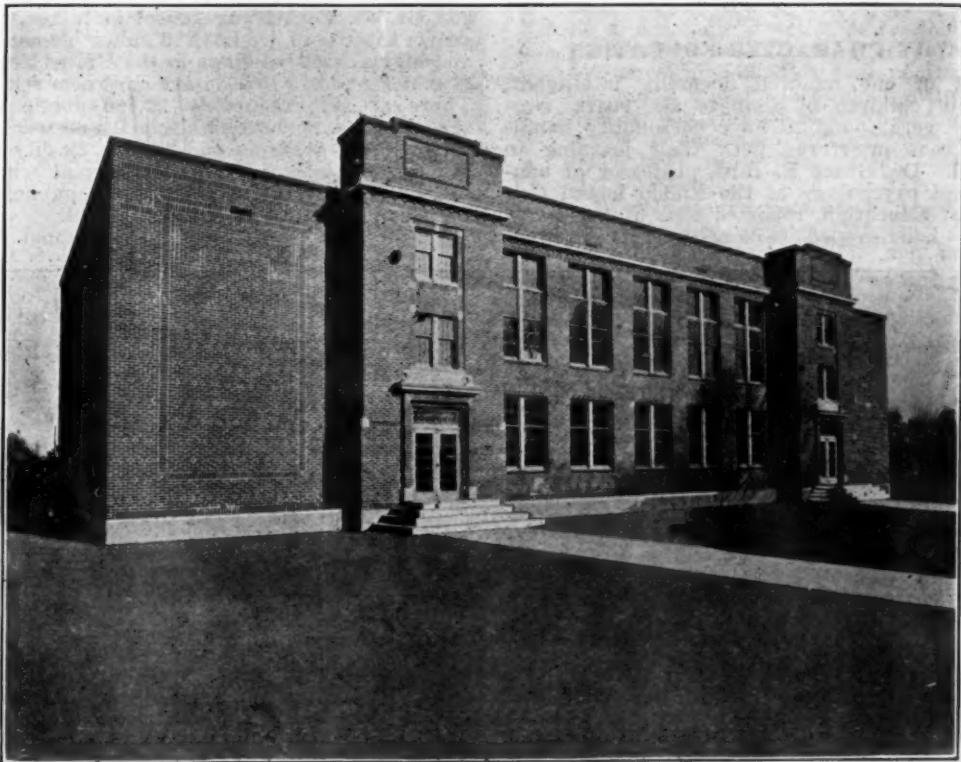
A Teacher Tenure Law was placed on the statutes of Indiana by the recent legislature. It provides that after five years of service in a given school system the teacher's contract becomes an indefinite contract and is automatically continuous, the salary being determined by a schedule adopted by the board of education. The law applies to teachers, supervisors, principals and superintendents.

The Indiana Legislature also passed a law regulating salaries and qualifications of county superintendents. It provides a minimum of \$1800 a year and authorizes the township trustees (county board of education) to increase this to such an amount as they may deem wise.

—The Indiana Teacher.

ADVANCE SCHOOLS ADVANCE

SUPT. R. E. FORD of Consolidated District Number Six at Advance, Missouri has survived both the building and consolidation campaigns in his district. Mr. Ford is a graduate of Southeast Missouri State Teachers College and is well along in his work for his Masters Degree at the University of Missouri. The central high school building which is pictured on this page is the result of a bond issue which was voted in November 1923 shortly after Mr. Ford assumed the superintendency. The bond issue carried by nearly thirteen to one after a very thorough campaign had been conducted. The building cost \$30,000 and measures 50 feet by 132½ feet outside dimensions. It contains nine regular class rooms, a large and well equipped laboratory, a study hall with a seating capacity of 100, a library and office and a spacious gymnasium-auditorium with a balcony. The building is of brick construction and contains all the modern conveniences. The building meets the state requirements in every respect with a



The Central Building at Advance.

ventilating system and is semi-fire proof in construction.

The consolidation was not effected until April, 1926. It carried by a vote of more than three to one. Four districts were included in the consolidation with an area of twenty-six square miles and a valuation of about \$1,000,000. The enumeration of the district is something over five hundred with an enrollment of four hundred and fifty. The ward schools are well equipped and meet the state requirements completely. Each of these ward schools has a good start in play ground equipment.

Three large community gatherings are held each year. One is a school fair in the fall, the other is the community Christmas tree and the other the annual commencement program. All of these meetings are held in the central high school building.

The district has six school buildings and fourteen teachers. The high school offers eighteen units of approved work. The school publishes a monthly paper which is placed free of charge in every home in the district. It is financed by public donations and no advertising appears in it. The schools also publish an annual catalogue which is paid for by advertising. A high school annual is also issued.

WHY CHARACTER-EDUCATION

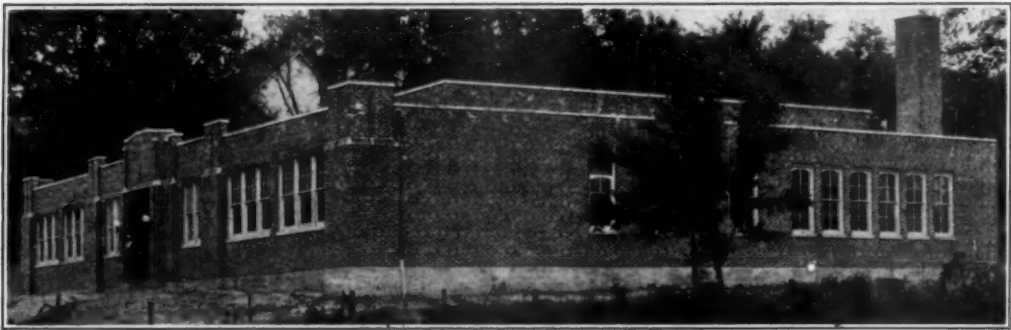
Out of one hundred normally intelligent, healthy children of four to six years, two-thirds were found to have personality handicaps that interfered with their learning in school. Dr. Grace E. Bird, professor of educational psychology at the Rhode Island College of Education, reported that of the sixty-seven handicapped personalities, eight were

troubled with shyness or fear, eight were handicapped by being continually dependent upon commendation as a stimulus to keep up their efforts, two had so strong a personal prejudice for or against the teacher that their freedom to fix their minds on the lesson was seriously interfered with, two sought distinction by means of boisterous physical activity, two attracted notice by being self-appointed comedians, two were ready to argue with fists or other weapons on the slightest cause, four were more interested in their neighbors than in their own affairs. Had these personal handicaps been recognized and corrected in early childhood, a greater measure of life success might have been attained.—*Boston Transcript*.
OUR PROBLEM: TO EDUCATE 27,000,000.

A total of 27,398,170 pupils were enrolled in schools of every variety in the United States during the past year, and instruction was given by approximately 1,000,000 teachers, according to the annual report of the Commissioner of Education recently submitted to the Secretary of the Interior.

Citing further statistics regarding public education, the report shows the annual outlay for schools, both public and private, reached a grand total of \$2,386,889,132, and the total value of school property was reported at \$6,462,531,367. Concerning school buildings, it is shown that there are 263,280 public elementary and high-school buildings in the United States, of which number 157,034 are one-room schools. There are approximately 22,500 public high schools, 2,500 private high schools, 39 teachers' colleges, 114 State normal schools, 29 city normal schools, about 67 private normal schools, 144 colleges and universities under public control, and 769 under private control.

—*School Life*.



Forest City's New Building

THE above picture is of the Forest City school building which was completed about a year ago at a cost of \$38,000. Forest City is a town of only six hundred people and the cost per capita was high but, nevertheless, the bond issue carried without much opposition.

The building plan is one of the latest in school architecture, which includes four grade rooms, two high school recitation rooms, a laboratory, two lavatories, a superintendent's office, and a study hall all built around a

gymnasium measuring forty by seventy-five feet. The gymnasium can quickly be changed into an auditorium, which will seat three or four hundred people, and the study hall can be changed into a large stage, equipped with brilliant footlights.

The entire building is heated with a hot water system and is comfortable even in the coldest weather.

Mr. Chas. H. Bryant is superintendent this year and is conducting a school which is well in keeping with the excellent equipment.

LEXINGTON'S BUILDING PROGRAM

THE SCHOOL BUILDING program at Lexington will be completed in time for the opening of school in September. The bond issue of \$240,000 was authorized by the voters December 11, 1925 by a majority of 8 to 1. The bonds were sold at a premium that made an additional \$10,000 available. A total of \$32,000 was spent during the summer of 1926 in repairing and remodeling the

Arnold, Central and Douglass schools. New heating plants, fountains, lavatories and toilets were installed; the buildings, re-decorated; desks, renovated; and other improvements that made these grade schools as modern as remodeling would permit, made. This phase of the project was completed before the opening of schools last fall.

The contract for the junior-senior high school building was let June 2, 1926. Actual construction was begun July 1, 1926. The contract specified that the auditorium was to be finished by May 1, 1927 and the remainder of the building by July 15, 1927.

The new building is three stories in height. The exterior is tapestry brick with stone trim. The design is in the English Renaissance style.

Located on a commanding site near the center of the town, the building has a natural setting which adds to its beauty. It faces south on Main Street and occupies the high south-east corner of a 5¼ acre tract. It overlooks on the west a natural bowl admirably suited for physical education and sports. To the north is a large outdoor swimming pool built a number of years ago by the board of education and operated under the board's supervision during the summer months.

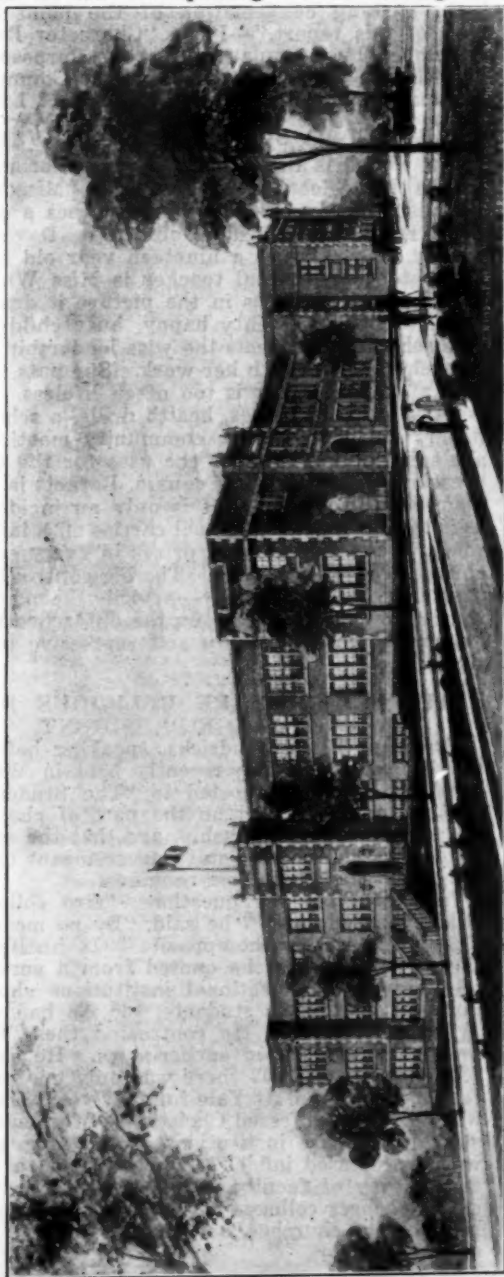
On the ground floor of the building is the domestic science kitchen, dining room, home nursing room and pantry, sewing room and a 21'x80' lunch room. On the same floor is the agriculture shop, the manual training unit, and the boys' and girls' locker rooms.

On the first floor there are four senior classrooms, the office suite, and special rooms for music, science, teacher-training and commercial work.

On the second floor are six junior classrooms, senior reading room-library-junior study hall unit and the art room.

A gymnasium-auditorium, 67x90 feet, opens directly on the Sixteenth street side of the building and is so arranged that it can be shut off from the other part of the structure by fireproof doors. It has a seating capacity of 1000.

All classrooms are located on the outside of the building, giving each room outside light. Each room is of standard size, has unilateral lighting, plenty of 42" blackboard and bulletin board. The walls of the rooms are hard plaster, finished with a fine sand. The trim throughout is in enamel. The doors are birch with walnut finish. The floors are of hard maple. The corridors and toilets are finished like the classrooms, except that the floors are of terrazzo.



Lexington's New Junior-Senior High School Building.

The sanitary equipment of the building is of the very latest type. The plumbing is of heavy duty, ventilated type. The sixteen drinking fountains are of the Halsey-Taylor make. The heating and ventilating is accomplished by the furnace blast system. Large volumes of air are blown over radiators placed in the tunnel. The air then enters the classrooms at a point near the ceiling and is removed through vents near the floor line. No radiators appear in the building. The temperature of the rooms as well as the humidity are automatically controlled.

The building has a capacity of 620 pupils. If it should be necessary to enlarge it in the future, this may readily be done by adding rooms to the rear and continuing the corridors. The architects are Messrs. J. H. Felt and Company, Kansas City, Mo.; the contractors, Busboom Bros. of Fairbury, Nebraska. The building was designed by Arthur Kriehn of J. H. Felt and Company, an alumnus of the Lexington High School.

COMBINING CORRESPONDENCE AND RESIDENT COURSES.

Benton Harbor, Michigan has adopted a novel plan for giving vocational-training to its high school students. According to an article in the *Kiwanis Magazine*, the school board pays the cost of instruction in correspondence courses taken by their students from commercial correspondence schools. A separate room is set aside for these students, a supervising and assisting teacher is employed and the pupil carries on in the high school such subjects as fit into his chosen vocation. He is given appropriate credit for his correspondence work and graduates with his class. Advantages claimed for the plan are: it keeps many children in school, it gives a balance and finish to the course that correspondence alone could not supply, it gives a vocational training that the local school could not furnish, it suits the student better than the lonely home work of correspondence would and it enables him to reap the social and civic advantages that come from membership in a high school class.

THE N. E. A. REPORT ON CHARACTER EDUCATION.

"An outstanding characteristic of the report is the conclusion that character is not developed most effectively by predominant attention to precepts and externally controlled habits (if such can be called habits) but by stimulating in the developing personality the most worthy social purposes. The youth who becomes absorbed in realization of such purposes rises above his narrow, ego-centric self through absorption in the cause or causes with which he has become identified. This process of character development is illustrated in all the great characters of history. It is preeminently manifest in the character of Jesus and in His great missionary apostles. It is true of Moses and all the greater prophets of the Old Testament. In American history it is the most notable quality of George Wash-

ington, Abraham Lincoln, and numerous others. In the development of science Pasteur, Agassiz, Burbank, and Edison are typical examples. In the professions may be cited as types Dr. Walter Reed and Dr. Wilfred T. Grenfell in medicine, and Hugo Grotius and John Marshall in law. In the teaching profession are numerous illustrations, among them Pestalozzi and Froebel, Horace Mann, and Henry Barnard. A notable living example is Dr. Charles W. Eliot. One of Dr. Eliot's latest utterances through a current magazine is in striking confirmation of the point of view of this report."—From "Character Best Developed by Stimulating Worthy Purposes" by Milton Bennion, Chairman of the Committee on Character Education, in *School Life*.

"BARNETT—A SCHOOL THAT SERVES"

The above is the title of a very charming article by Aileen Heimer in the "*Missouri Ruralist*" of March 15th. It describes a one room rural school near Gallatin in Daviess county. Miss White a nineteen year old girl is the teacher—a real teacher is Miss White as this story discloses in the picture it draws of her school. Twenty happy, busy children in a school that reflects the wise leadership of a teacher in love with her work. She puts life into a situation that is too often lifeless. A work shop, hot lunches, health drills, a school paper, a school annual, community meetings are some of the avenues she uses for the expression of life. Yes, of course, Barnett is an approved school but that is only an incident as is the fact that this school carries off a large share of the ribbons and prizes in every educational contest it enters. The big controlling first cause is the teacher—a virile, keen, enthusiastic leader who knows the difference between expressive activity and repressive passivity.

STATE SCHOOLS ARE RELIGIOUS DECLARES COLLEGE PRESIDENT.

President E. L. Hendricks, speaking before a religious conference recently held in Warrensburg said as reported in "*The Student*" that a union of effort on the part of church and school is statesmanship, and that the separation of church and state never meant that the state should be non-religious.

In answer to the questions, "Are college students irreligious?" he said, "By no means. They are precisely the opposite." In justification of this answer he quoted from a survey of eight state educational institutions showing that of 152,461 students, 130,486 had religious affiliations. He contrasted these figures with some from earlier days. He said, "At Bowdoin in 1807 there was only one professed Christian. At Yale for four years there was only one professed Christian. Often every student of these institutions in the long ago was a professed infidel." Quoting from a recent survey of faculty members in thirty-two state teachers colleges he said that 93% were members of churches, and that there were no atheists.

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Spring Song (Chopin) (2) *Spring's Messenger* (Schumann) (3) *Autumn* (Franz) (4) *Greeting* (Mendelssohn). . . . *Morning Song* (Grieg) (2) *The Rose* (Franz) (3) *The Jolly Miller* (Schubert) (4) *The Brooklet* (Schubert)—Sung by ALICE GREEN.

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Rumpelstiltskin (Grimm)—By SALLY HAMLIN. No. 20341, 75c

Melodies and Instrumental Combinations

Mirror Dance (Gounod) (2) *Elfen-spiel* (Kjerulf) (3) *The Witch* (Tschaikowsky) (4) *March of the Tin Soldiers* (Tschaikowsky). . . . *Knight of the Hobby-Horse*

(Schumann) (2) *The Clock* (Kullak) (3) *Postillion* (Godard) (4) *Peasants' Dance* (Schytte)—VICTOR ORCHESTRA.

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Boating on the Lake (Kullak) (2) *Skating* (Kullak) (3) *Waltzer* (Gurlitt) (4) *March* (Gurlitt). . . . *La Bergeronnette* (Burgmüller) (2) *Waltz* (Schubert) (3) *Scherzo* (Gurlitt) (4) *L'Arabesque* (Burgmüller) (5) *Tarantelle* (Saint-Saëns)—VICTOR ORCHESTRA.

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The Bell, French (2) *The Hunter, Bohemian* (3) *From Far Away, Lithuanian* (4) *Memories, Finnish* (5) *The Warning, German*. . . . *Springtime, German* (2) *Punchinello, French* (3) *The Bird a-Flying, German* (4) *Ash Grove, Welsh* (5) *In the Valley, Swabian*—VICTOR ORCHESTRA.

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Marsovia Waltzes (Blanke-Belcher); *Tenth Regiment March* (Hall)—VICTOR BAND.

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Second Gavotte (Sapellnikoff)—VICTOR ORCHESTRA. No. 20451, 75c

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Berceuse (Järnefelt); *Praeludium* (Järnefelt)—VICTOR ORCHESTRA.

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Chant du Rossignol (Song of the Nightingale) (Filipovsky)—On piccolo by CLEMENT BARONE; *Autumn* (Thomas)—On harp by LAPITINO.

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Music History

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Mennett (Gluck); *Mennett*—"Don Giovanni" (Mozart)—On bells by WILLIAM REITZ.

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SCHOOLS IN HOLT COUNTY.

Holt County, Missouri is a farming district, but nevertheless it has established a record for high schools which has been surpassed by very few counties in the state.

There are ten first class schools in the county or one to every forty-five square miles of territory. In these schools forty-three teachers instruct seven hundred students and receive an average salary of \$1,475 per year. Four teachers receive residence in addition to their salary.

The school buildings are all large modern structures and six of them are equipped with a good sized gymnasium.

The school situation in the county is not yet ideal because a large amount of the rural territory is not organized into any high school district.

JANITORS AND ENGINEERS ACQUIRING PROFESSIONAL CONSCIOUSNESS.

An organization of custodians, assistants, and helpers in public schools of Denver, Colo., has been formed, an outgrowth of the summer school for janitors and engineers held for the past two years at State Teachers College, Greeley.

Meetings are held monthly, in the evening, the first hour being devoted to consideration of technical problems, followed by half an hour of social intercourse, and games or exercise in the gymnasium. Though the organization is less than 6 months old, inspirational addresses have been given by the superintendent of schools and two school principals, and lectures or talks on landscaping, painting, carpentering, care of heating plants, of plumbing, and of electrical machinery, by men in charge of school maintenance and repairs. Much has already been accomplished in improving methods of maintaining and cleaning school buildings, and in the standardization of cleaning materials.

EXPENDITURES OF STATE HIGHER INSTITUTIONS.

Fifty-one per cent, \$79,011,421, of the total incomes of State universities and colleges in the United States, \$154,584,675, is expended for salaries and wages; 23 per cent, \$36,208,800 for materials and supplies; 14 per cent, \$21,733,841, for lands and buildings; and 4 per cent, \$6,277,863 for equipment. Allowance for scholarships accounts

for about 2 per cent, \$2,697,906; and 6 per cent, \$8,654,844, goes into unclassified miscellaneous expenses, as shown by statistics compiled by Walter J. Greenleaf, assistant specialist in land-grant college statistics, published by the Interior Department, Bureau of Education, in Higher Education Circular No. 32. Recent adoption by State universities and colleges of a standard budget system and more uniform methods of accounting have enabled the bureau for the first time to publish expenditures of State higher educational institutions.

Of all State universities and colleges, the largest amount for salaries, \$5,804,557, was expended by the University of California, the University of Michigan ranking next, with \$4,760,205, and the University of Minnesota

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third, with \$3,887,389. The largest expense for supplies, \$2,520,759, was incurred by the University of Michigan; the Universities of California and Wisconsin followed closely, each with expenditure of more than \$2,000,000. The University of Michigan led also in the amount of money put into permanent equipment, \$694,592. Four institutions expended more than a million dollars each during the year ending June 30, 1925, for buildings, lands, and land improvements. The exact figures are: Michigan, \$2,376,796; Illinois, \$1,900,457; Ohio State, \$1,665,136; and Louisiana, \$1,090,778.—*School Life*.

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than \$100 during the period of service. Salary increases begin the school year following completion of the study, and are permanent. University extension courses may be taken in Putnam, or the work done elsewhere in residence, but courses so undertaken must have the approval of the superintendent of schools and be completed in accordance with requirements of the institution in which the study is taken.

Educator Joins Macmillan Company.

E. E. Walker has accepted a position with the Macmillan Publishing Company. He will represent the company's high school publications.

Mr. Walker is a graduate of the Teachers College at Springfield and has his Master's degree from Missouri University. He has also done graduate work at Peabody and Colorado University. In 1923 he became a member of the faculty of Springfield Teachers College and for two years had charge of the College Demonstration School at Willard.

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POETRY READERS, Books I to IX inclusive, by Miriam Blanton Huber, Institute of Educational Research, Teachers College, Columbia University; Herbert B. Bruner, Bureau of Curriculum Research, Teachers College, Columbia University, and Charles Madison Curry, formerly profes-

sor of literature, Indiana State Normal School. Published by Rand McNally and Company.

Judged by the old standards of content and form these books should recommend themselves to any teacher of reading in the grades covered by them, the first to ninth inclusive. But the unique feature of the set is that it is not to be judged by the old standards. The content and arrangement of these books was determined by the authors in such a way as to establish their value in advance as certainly

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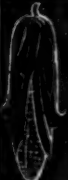
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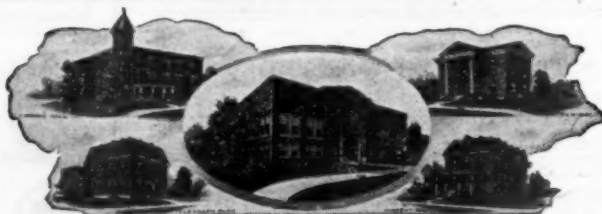
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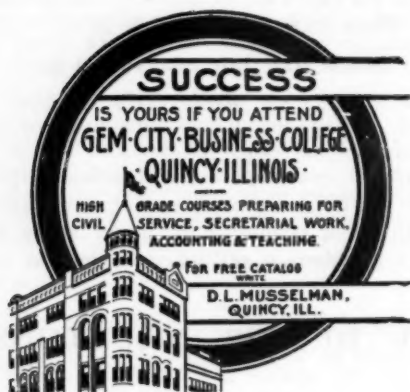
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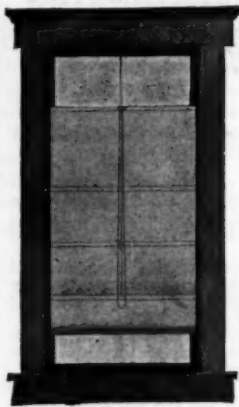
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